Government of Saskatchewan

Annual Report 2004-2005

Saskatchewan Learning

Saskatchewan Centennial 2005

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Letters of Transmittal

Her Honour the Honourable Dr. Lynda Haverstock
Lieutenant Governor of Saskatchewan

May It Please Your Honour:

I respectfully submit the Annual Report of the Department of Learning for the fiscal year ending March 31, 2005.

Andrew Thomson
Minister of Learning

The Honourable Andrew Thomson
Minister of Learning

Dear Sir:

I have the honour of submitting the Annual Report of the Department of Learning for the fiscal year ending March 31, 2005.

Bonnie Durnford
Deputy Minister of Learning

Introduction

The 2004/05 annual report presents the progress and achievements of Saskatchewan Learning in relation to the 2004/05 Learning Sector Performance Plan that can be found on the Saskatchewan Learning web site (www.sasked.gov.sk.ca).

The 2004/05 Performance Plan was developed for the entire learning sector by the Learning Sector Steering Committee. The committee is chaired by Saskatchewan Learning and includes executive representatives from the following organizations and institutions: Saskatchewan School Boards Association (SSBA); Saskatchewan Teachers' Federation (STF); League of Educational Administrators, Directors and Superintendents (LEADS); Saskatchewan Association of School Business Officials (SASBO); First Nations University of Saskatchewan (FNUC); Saskatchewan Indian Institute of Technologies (SIIT); Gabriel Dumont Institute (GDI); public libraries; Multitype Library Board; regional colleges; Apprenticeship and Trade Certification Commission (ATCC); Saskatchewan Institute of Applied Science and Technologies (SIAST); University of Regina; and University of Saskatchewan.

This collaborative approach for developing the Learning Sector Performance Plan formally recognizes the critical contribution of our partners for achieving Saskatchewan Learning's vision, goals, and objectives. The sector-wide plan also serves to deepen and strengthen collaborative relationships with the department's learning sector partners.

The 2004/05 plan was released on March 31, 2004 at the same time as the department's 2004/05 budget. Providing the department's Performance Plan at the beginning of the fiscal year increases public accountability and is tied to the continued implementation of Government's Accountability Framework.

The 2004/05 annual report provides:

- key actions and performance measurement results according to the goals and objectives in the sector's 2004/05 performance plan; and
- 2004/05 financial results.

Who We Are

The mandate of Saskatchewan Learning is to advance the social, economic and personal well-being of Saskatchewan people. The department accomplishes this mandate through leadership and support programs from early childhood development, through pre-kindergarten to grade 12, to technical training and post-secondary education and public library services. These programs and services are provided by over 580 staff who are employed in the department's 22 branches and seven regional offices throughout the province. The department provides responsive leadership to meet the learning and development needs of Saskatchewan people and to meet the employment needs of the provincial labour market.

Saskatchewan Learning works collaboratively with its sector partners in support of our shared vision: "Through life-long learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. The province is enriched socially, culturally, and economically through the leadership of the learning sector."

The Learning Sector

The learning sector:

- employs about 25,000 people;
- serves approximately 300,000 students and 500,000 library patrons;
- graduates approximately 12,000 grade 12 students, 4,400 certificate/diploma recipients, 5,100 degree recipients and 1,000 journeypersons annually;
- operates and maintains approximately $5.5 billion in capital facilities and equipment; and
- engages local, regional and provincial boards of community volunteers or education representatives in governance of 81 school divisions, 320 public libraries in ten public library systems, eight regional colleges operating in over 40 communities, four Saskatchewan Institute of Applied Science (SIAST) campuses, Gabriel Dumont Institute (GDI) which includes Dumont Technical Institute, Saskatchewan Indian Institute of Technologies (SIIT), First Nations University of Canada, the University of Regina and University of Saskatchewan, the Saskatchewan Apprenticeship Trade Certification Commission (ATCC) and private vocational schools.

The sector is committed to lifelong learning and the development of knowledge and competencies that will enable each citizen to adapt to and actively participate in all spheres of social, cultural, economic and civic life.

The learning sector has a profound impact on the social and economic well-being of the province through the education and training of individuals and dynamic partnerships with individual employers, communities and industry. The learning sector contributes to a vibrant culture within the province through language programs, fine arts education, Francophone, First Nations and Métis cultural development, community programs and services, and libraries. The department enhances participation in the civic life of the province by preparing individuals for active citizenship, relying on local and institutional decision-making expertise across the province.

Department of Learning

The department's areas of responsibility include: pre-K-12 education, early childhood development, student support programs, training programs, post-secondary education, public library system and teachers' pensions and benefits.

There are varying accountability relationships between the Minister of Learning and the

institutions, agencies, boards and organizations that comprise the learning sector. These relationships differ by degree of accountability and are set out in over 20 pieces of legislation as well as formal agreements and regulations.

Early Childhood Development

The emphasis on early childhood development and the *KidsFirst* program fosters a community-based network of supports and services that focuses on the healthy growth and development of children and supports the primary role of families. *KidsFirst* is a component of the overall Early Childhood Development Strategy of which the Departments of Learning, Health, and Community Resources and Employment share the responsibility. The Early Childhood Development Branch of Saskatchewan Learning releases its own performance plan and annual report that can be found at www.sasked.gov.sk.ca/branches/ecd/.

Pre-Kindergarten to Grade 12

The Department of Learning establishes policies and ensures legislation or regulations to provide pre-kindergarten to grade 12 education for students. These include key elements such as teacher certification, curriculum and instructional practices to be used in all schools, regulation of independent schools and home-based education, distribution of provincial funding and capital grants to school divisions, and the structure and boundaries of school divisions.

The department's work is guided by ongoing collaboration with sector partners that include: League of Educational Administrators, Directors and Superintendents; Saskatchewan Association of School Business Officials; Saskatchewan School Boards Association; and the Saskatchewan Teachers' Federation.

School boards are responsible for delivering the learner program including the appropriate curriculum, and instructional approaches and children and youth programs and services. School boards are required to comply with provincial statutes, regulations and policies and, as elected bodies; they are accountable to their local electors. They receive operating and capital funding from the provincial government and levy taxes to raise the local share of school division costs.

Post-Secondary Education System

The universities are accountable to the Minister of Learning and have autonomy over academic decisions. The provincial government appoints half of the members on the universities' boards of governors. SIAST, ATCC, and the regional colleges are directly accountable to the Minister of Learning for all aspects of the institution or organization. The provincial government appoints SIAST, regional colleges and ATCC board members. The provincial government provides operating grants and capital funding to the universities, SIAST, and regional colleges as well as an operating grant to ATCC. Private vocational schools are privately owned and operated, but regulated in accordance with provincial legislation.

The department provides leadership and financial support for students and high-quality programs and services in the post-secondary education and training sector. Full-time and part-time degree, diploma, certificate, non-credit, continuing education and apprenticeship programs are offered through the universities, SIAST, regional colleges, ATCC, SIIT, GDI, private vocational schools and in the workplace. Access to basic education, skills training and income support are managed through the department. The Department of Learning works with its partners to recognize and respond to the changing labour market with an increased emphasis on basic employability and knowledge-based skills.

The province's strong and competitive learning sector is supported by innovation and first-class

research and development activity within our universities, which attracts and retains researchers among the most skilful in the country. The department also works with other provincial departments, the federal government, the private sector and the universities to recognize and support research and development activity.

Libraries

Provincial Library Branch facilitates equitable access to the world of information and resources for Saskatchewan residents. Under legislation, Provincial Library co-ordinates and supports the province-wide public library system while encouraging co-operation and resource sharing among all libraries in the province, including support to the Multitype Library Board and its programs.

Public libraries provide access to reading materials and new technologies, and support community development, the cultural and recreational life of the community, lifelong learning, formal education programs and home schooling, lifelong self-development, and development of skills in computer and information literacy.

Public libraries are operated by ten autonomous public library system boards, established under legislation. They are required to contribute to province-wide cataloguing databases, interlibrary loans and reciprocal borrowing and are responsible for decisions on collections, programs and services. Public libraries receive funding from the provincial government and municipalities. The Multitype Library Board is appointed by the Minister and includes representatives from public, post-secondary education, special libraries, the Provincial Library and the Department of Learning on behalf of schools. The board tables an annual report with the legislature. The board facilitates co-operative development of the multitype library system to share services and resources for mutual benefit.

2004/05 Results at a Glance

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The activities of the sector reflect the Performance Plan and major initiatives started in previous years. Highlights of department and sector activities for 2004/05 are organized below according to the goal they support followed by a summary of the department's financial results.

Summary of Performance Results

Goal 1 – Learners Succeed

- The January 2005 Omnibus Poll indicates the level of public satisfaction with the K-12 system continues to be positive with half of respondents indicating the quality of K-12 education is good to excellent. The poll also indicates the level of public satisfaction with the quality of the post-secondary education and training system is declining slightly.
- In November 2004, the Minister of Learning announced that the government accepted and approved the Education Equity Task Force's map of recommended school division boundaries that reduces the number of school divisions from 81 to 34 to improve equity for students and taxpayers and the sustainability of the K-12 system. The Catholic School Boards have voluntarily reduced their number of school divisions from 14 to 8, further reducing the total number of school divisions in the province to 28. Changes to the organization of the education system in our province coupled with School^{Plus} will fundamentally reshape our education system. A new direction in Saskatchewan education will be realized building a responsive, relevant and results-oriented system focused on improving learning outcomes. School divisions will offer more than teaching and learning of current knowledge, they will strive to meet the social and developmental needs of our children and youth in a way that promotes citizenship and fosters social cohesion.
- A Recognition of Prior Learning Framework was developed. The strategy creates opportunities for Saskatchewan people to receive credit for real-life learning that occurs at home, at school, or within the community. The strategy supports worker mobility and labour force development.
- Saskatchewan's results from national and international large scale tests show provincial results for reading, writing, mathematics and science are generally average to below average in all subjects with mathematics consistently the subject with the lowest performance.

Goal 2 – A Seamless Continuum of Formal and Informal Learning Opportunities

- Employment rates for graduates remain high (74% for high school graduates; 74.5% for diploma and certificate graduates; and 80.5% for graduates with university degrees).
- The Post-Secondary Tax Credit was increased from $350 to $500.
- Sector partners received a total of $116.6 million in capital funding ($82.7 million for post-secondary and $33.9 million for K-12) to enhance their learning environments and maintain their infrastructure.
- The province invested $487.7 million in post-secondary education, an 8% increase over the previous year and $527.7 million to operating grants to school divisions, a 3% increase.

Goal 3 – Inclusiveness

- In April 2004, the Institut français at the University of Regina was officially opened. Since that time it has actively recruited over 500 students in the Fransaskois and French immersion schools in Saskatchewan to attend the U of R.
- The number of women in non-traditional areas of study at SIAST and in the apprenticeship system declined in 2003/04.
- A new two-year agreement, Employability Assistance for Persons with Disabilities, was negotiated with Human Resources and Skills Development Canada.
- Average post-secondary student debt for all students on consolidation of their Canada-Saskatchewan student loans following completion of studies for borrowers entering repayment in 2003/04 was $14,773. This in an increase of $654 from 2002/03.
- A Math and Science Enrichment Program was developed at the U of S to provide a structured, supportive and enriched learning environment for up to 50 Aboriginal students per year.
- A partnership among U of R, First Nations University of Canada and Crown Investments Corporation resulted in 26 students receiving awards from the Aboriginal Bursary Program.

Goal 4 – Social and Economic Development

- Three new apprenticeship programs and 11 new SIAST programs were developed in response to demands from business and industry.
- Research grants to both universities were increased significantly over previous years. The U of S increased Tri-Council research revenue by 39% and the U of R increased research granting council revenue by 48%.
- Under the Innovation and Science Fund, the department funded 34 initiatives totalling $9.85 million.
- A set of indicators to measure the outcomes of the School^{Plus} initiative were developed. Findings from the results of these indicators will serve as the basis to determine the impact of School^{Plus} on learner outcomes.

Summary of Financial Results

Total 2004/05 actual expenditures for the department were $1.301 billion resulting in a variance of $82.334 million in excess expenditures over the budget of $1.218 billion. The variance occurred as a consequence of the over expenditure of $66.821 million in non-statutory expenditures plus additional statutory expenditures of $15.513 million.

The non-statutory variance resulted from over-expending $65.05 million in 2004/05 for university capital, $1.2 million for the Moose Jaw Francophone School and $2.12 million for the College of Medicine renewal. These expenditures were offset by the $1.729 million under expenditure of other non statutory expenditures.

The additional statutory expenditures were largely required by the Teachers' Superannuation Plan for $17.3 million as the result of the lower than expected average of actual dollars from retirees. This was offset by the under expenditure of $1.8 million for the Saskatchewan Retirement Savings Plan as the result of lower than expected required matching employer contributions.

Revenue for the department was $59.675 million, an excess of $2.457 million over the budgeted $57.218 million. Revenue increased as a result of increased sales of curricula, increased rental revenue from Northlands College, an increased number of transcripts

processed, and higher than budgeted recoveries of overpayments for previous years' expenditures for Provincial Training Allowance clients.

The primary increase in revenue however was due to increased federal funding under the following agreements:

- Community Access Contribution Agreement
- Official Minority Language Office (OMLO) for the Institut francais
- Employability Assistance for Persons with Disabilities (EAPD)
- Older Worker in Agriculture Pilot Project

2004/05 Performance Results

The Department of Learning responded to many challenges in the 2004/05 fiscal year. Performance information is used by the sector to assess overall progress toward the achievement of goals and objectives and to inform future directions.

The department's Performance Plan provides a framework to measure progress in meeting Saskatchewan Learning's objectives as they appear under the department's goals. Under each objective are the key actions that were identified in the 2004/05 strategic plan and the key results that were achieved throughout the year to support each objective.

Goal 1: Learners succeed

Objective 1: Optimize children's "readiness to learn"

Ensuring pre-school age children are able to benefit from all the learning opportunities available to them is a critical component of lifelong learning. Studies have shown that the early years of development provide the foundation for skills that impact learning, behaviour and health throughout life. "Readiness to learn" is a broad concept that includes physical, social and emotional well-being, cognitive readiness and openness to learning.

During 2004/05 significant progress was made on this objective. The development of an agreement between the federal government and the province for a quality early learning and care strategy will support and benefit young children and their families. Awareness of, and support for, the School^{Plus} initiative was strengthened through the development of two new certificates at the University of Regina.

Key Actions and Results

- Renew kindergarten and early childhood curriculum. [Learning]
    - Began renewal of kindergarten and early childhood curricula by administering a needs assessment to teachers, and incorporating developmentally appropriate education activities in the grade 2 Mathematics companion. Work on this curriculum will continue in 2005/06.
- In collaboration with the Department of Community Resources and Employment, develop a Provincial Early Learning and Care Framework to provide access to a responsive, integrated, quality system of supports for early learning and child care. [Learning]
    - Agreement in principle reached between Canada and Saskatchewan. The agreement supports development of quality early learning and child care for young children and their families. Work with the Department of Community Resources and Employment and the federal government will continue in 2005/06.
- Further develop partnerships between the faculties of Education and Social Work and other sector partners to increase awareness, support, and the profile of School^{Plus} within the sector. [U of R]
    - Faculties of Education and Social Work, in collaboration with the First Nations University of Canada, the Gabriel Dumont Institute, and the Centre for Continuing Education developed two new certificate programs that incorporate and support School^{Plus} (Child and Family Studies and Certificate of Aboriginal Education).
- Lead the development, implementation, co-ordination and reporting for *KidsFirst* initiatives as outlined in the 2004/05 *KidsFirst* Strategy. [Learning]

- Work continued on implementation of the *KidsFirst* Information Management System to track program activities and outcomes. Phase 1, which enables information and reporting requirements for in-hospital screening and assessment and home visiting supports are in place for families, was implemented. Phase 2, which supports information and reporting requirements for mental health and addictions, early learning and care support and a family satisfaction survey, is still under development.
- The 2004/05 *KidsFirst Strategy* and annual report is available on-line at http://www.sasklearning.gov.sk.ca/.

What are we measuring?
Under development

Where are we starting from?
Under development

Objective 2: Enhance learner outcomes

The learning sector is committed to achieving the best possible outcomes for individual learners based on their own needs, interests, aptitudes and abilities. Individuals share in this responsibility. Specific definitions of positive outcomes vary across the sector. In general they would include but not be limited to academic achievement, social and emotional well-being, employability skills, professional and technical skills and ability to contribute positively to family, community and society as a whole.

Student's overall performance on large-scale assessments was generally average to below average in all subjects, with mathematics consistently the subject with the poorest performance. Many initiatives were undertaken in 2004/05 to improve the success of students in both the K-12 and post-secondary systems, K-12 student academic achievement remains a concern.

Improvement of outcomes for children and youth who do not attend school regularly is of grave concern to the sector. As a first step, introduction of the student tracking system in October 2004 began to address the needs of these children and youth by identifying those students not in school.

Opportunities for post-secondary learners in both outreach and non-credit programming were expanded across the sector. Opportunities for Saskatchewan people to receive credit for real-life learning that occurs at home, at school, or within the community were recognized by the approval of new prior learning assessment and recognition (PLAR) development projects.

Key Actions and Results

- Develop an institutional strategy to increase student success (retention). [U of R, U of S]
    - A study examining retention is currently in progress at the U of S. Preliminary results, expected fall 2005, will be the basis for an action plan.
    - Initiatives undertaken at the U of R include:
        - Approval by several faculties for direct entry of mature and home-based learners. Direct entry aids access to financial support for students; and
        - Aboriginal Living and Learning floor within residences to provide support for Aboriginal students.
- Invest in quality learning organization (QLO) concept focusing on organizational culture, employee development and student support and evaluation. [SIAST]

- A QLO partner's network has been established to support and coordinate QLO activities. Several QLO initiatives were implemented including:
  - faculty renewal programs (e.g., new instructor orientation, faculty certificate program); and
  - curriculum development focused on improved learning outcomes.

- Fully implement student success strategy consisting of three components (career, academic and personal preparedness). [SIAST]
  - The career and personal preparedness components of the student success strategy have been completed and career profiles will be publicly available.

- Improve the assessment of learner achievement:
  - Develop the conceptual framework for the Assessment for Learning initiative and expand its implementation to mathematics assessment (grades 5 and 8 and Math 20) and to reading assessment (development phase for spring 2005 data collection for grades 5, 7 and 10). [Learning]
    - Approximately 35,000 students in grades 5, 8 and Math 20 were assessed in mathematics. Unique division and school specific data reports were generated for 65 school divisions and approximately 700 schools.
    - Reading assessment tests for grades 5, 7 and 10 were developed for spring 2005 data collection.

- Expand recognition of prior learning within the post-secondary system:
  - Increase activity in prior learning assessment and recognition (PLAR). [SIAST]
    - 19 new projects approved including: Associated Studies (3), Business and Agriculture (2), Community Services (7), Industrial (1), Nursing (4), and Science and Health (2).
    - 80% of the 979 course requests by 253 applicants for PLAR were approved.
  - Continue to work with the learning sector, other departments and professional associations to increase the application of Recognition of Prior Learning in order to give credit to persons for previous work experience and informal training. [Learning]
    - With the Saskatchewan Labour Force Development Board, launched a provincial Recognition of Prior Learning strategy. The strategy creates opportunities for Saskatchewan people to receive credit for real-life learning that occurs at home, at school, or within the community and supports worker mobility and labour force development.

- Develop initiatives to assist learners to complete programs:
  - Provide work placement positions for SIAST students who are interested in a career in libraries. [Learning]
    - Field work placement at the Provincial Library provided for one student.

- Develop teaching and learning resources to respond to student needs:
  - Develop effective mechanisms for alternate delivery of courses. [U of R]
    - Survey of student and faculty use of technology enhanced learning (TEL) completed and an action plan developed.
  - Increase opportunities for outreach and non-credit programming. [U of R]
    - New programs developed in the Business & Professional Development area including: Project Management Certificate, Energy & Environment, Geographic Information Systems, Creative Writing, Market Segment Research, Tax Strategies for Small Business, Web Design and Graphics, Marketing Your Website, Introduction to Fiction Writing, Writing for the Radio and the Certificate in Second Language Instruction.
    - Expanded Conservatory programming to include: Dance, Drama, Strings; French Language Music and Movement; Sharpen Your Ears and Eyes for Singing; Teachers Guide to Accompaniment; and Child-Parent Suzuki Piano.
    - Increased credit offerings in Weekend University to 26 classes and credit offerings in Summer University to 33 classes and 806 students.
    - Expanded spring semester programming for seniors increasing registrations from 703 in 2003 to 934 in 2004.
    - Conducted large summer English-as-a-Second Language (ESL) program with 457 students in total, including 20 Mexican-English language school teachers and university instructors.
  - Implement plan for transition to a single education and training framework for all credit programs. [SIAST]
    - Framework developed. Major revision proposals for 21 programs reviewed - 11 programs are completely aligned with the education and training framework - the remaining 10 programs will be completed in 2005/06.
- Expand School^{Plus} School and Division Improvement Initiative to an additional 18 school divisions for a total of 39 school divisions. [Learning]
  - 18 additional school divisions now participating.
- Develop a strategy to address the needs of children and youth not in school. [Learning]
  - Implementation of the student tracking system in October 2004 allows schools to identify students not in school. Specific actions can then be taken to provide follow-up and target interventions aimed at increasing retention.
- Establish a School^{Plus} Leadership Institute in partnership with the University of Regina and University of Saskatchewan, educational partners and professional associations. [Learning, U of R, U of S]
  - Institute convened with representatives from the U of S, the U of R and Saskatchewan Learning.
- Work with human services departments and agencies as well as school divisions to implement School^{Plus} Community Service Delivery Model (CSDM). [Learning]
  - Announcement of the school division restructuring initiative resulted in revisions to the original CSDM concept. CSDM will serve as a basis for newly amalgamated school divisions to establish School^{Plus}

Service Areas with human service partners during the 2005/06 year.

- In addition:
  - The government's Education Equity Initiative moved forward to renew and restructure our K-12 education system by: creating larger school divisions that are better able to provide a full range of programs and services to the province's youth; developing a system of funding from the provincial treasury that is equitable, simple, and transparent; and committing to a long-term solution that will lower property taxes in Saskatchewan.
  - The three-member Education Equity Task Force recommended new division boundaries, reducing Saskatchewan school divisions from 81 to 34 with no fewer than 5,000 students and ensuring that all divisions are eligible for provincial funding. Separate school division voluntary amalgamations will further reduce the number of divisions to 28. The new divisions will be in place January 2006.
  - A voluntary moratorium on school closures was put in place to provide stability during the restructuring transition period from September 1, 2004 to December 31, 2006.
  - The restructuring of school divisions, along with the implementation of a new governance structure, will allow for the regional pooling of property tax resources that will improve the equity for all students and property taxpayers in Saskatchewan.
  - A new local accountability mechanism was drafted that builds on the School^{Plus} model and incorporates a new role for teachers, parents, ratepayers and community agencies in schools. The final report will be presented to the Minister in fall 2005.
  - The Government of Saskatchewan dedicated $110 million in the 2005 and 2006 taxation years to reduce the education property levy on all properties in Saskatchewan that pay education tax. The Government of Saskatchewan is continuing to work with stakeholders to determine a long-term solution to education property tax relief based on the solid foundation laid by the Education Equity Initiative.
  - The Saskatoon Kids Not In School Program (KNIS) received a $60,000 grant from the provincial government in March 2004. This included $40,000 from Saskatchewan Learning to reconnect children not currently in school back to learning.

What are we measuring?

- Number of graduates by type of credential (2003/04 are the most recent numbers available due to academic year differences).

  Graduation measures the success of individuals in programs and services and the sector's contributions to positive outcomes for learners through its curricula, instructional approaches, student services and supports, facilities and equipment.

  The measure provides an assessment of how well the sector is doing in terms of producing qualified graduates and program completers.

	1999/00	2000/01 (Baseline)	2001/02	2002/03	2003/04
Degree (undergraduate and graduate) [1]	4,755	5,041	4,857	4,964	5,136
Diploma/Certificate [2]	4,138	4,334	4,487	4,441	4,473
Apprenticeship (receiving journeyperson papers)	969	950	1,067	1,043	1,015
Grade 12 (from provincially funded K-12 schools)	12,546	12,447	12,354	12,308	N/A

Data Sources:
SIAST On-Campus Certificate and Diploma Programs, 5 Year Summary and Annual Reports, 1999/00 to 2002/03 & October 2004 Census Data for Academic Year 2003/04.
U of R Fact Book, Office of Resource Planning, 1999-2003 & University of Regina Fingertip Statistics, February 23, 2005.
U of S Statistics Books, 1999-2003 & University of Saskatchewan Statistics (Student Information System) for 2003/04.
Apprenticeship and Trade Annual Reports, 1999/00 to 2003/04.
Saskatchewan Education Indicators 2004, Kindergarten to Grade 12 Indicators

K-12 Education System – The current age structure of the Saskatchewan population shows that Saskatchewan has a relatively large number of youth in the 10-19 age group in comparison to other jurisdictions. As this group continues to age and move through the education system over the next decade, there will continue to be a significant decline in K-12 student enrolment. Enrolments in grades 9-12 are forecast to fall by 21% by 2013-14 as the current under-10 age group moves through the school system, thereby impacting the number of grade 12 graduates.

Over time, this measure will be impacted by the projected decreasing enrolments in the K-12 system. However, the proportion of students who successfully complete grade 12 is expected to be positively impacted by programs and services available.

Post-Secondary Education System – The number of graduates is affected by the changing reality of student life such as part-time attendance, part-time work, raising families and changing programs. While absolute number of graduates is increasing for most types of credentials and programs, the amount of time required to complete a

[1] Number of graduates by degree equals the sum of undergraduate and graduate degrees granted by the University of Regina and the University of Saskatchewan in May and October 2004. Historical graduate numbers have been recalculated using the following definitions: undergraduate degrees = undergraduate degrees and post grad clinical; graduate degrees = graduate doctorates, masters and post grad diplomas.

[2] Please note: The trend information for the number of graduates by degree and the number of graduates by diploma/certificates has been modified in the 2004/05 annual report from the 2003/04 annual report and the 2004/05 performance plan. Finalized numbers have been included and post grad diplomas, which were included in the diploma/certificate measure, are now counted in the degree measure. This is consistent with institutional reporting.

program may change depending on a student's needs and circumstances.

The number of graduates for 2003/04 over 2002/03 remains relatively stable:

- the number of degrees granted increased by 172;
- the number of diplomas/certificates granted increased by 32; and
- the number of apprentices receiving journeyperson papers decreased by 28.

The learning sector has made enhancing learner outcomes a priority by including the following actions in its 2005/06 sector plan:

- Saskatchewan Learning will establish a new accountability framework for K-12 school divisions based on student outcomes, including local accountability;
- the University of Saskatchewan will complete a major study on teaching and learning to support improved learning outcomes at the university level;
- the University of Regina will provide a superior student experience;
- SIAST will enhance student support initiatives such as Native Access Program to Nursing, Science and Health Aboriginal student success initiative, English as a second language strategy, post-secondary success program, counselling services and learning assistance programs; and
- the regional colleges will provide access to Recognition of Prior Learning services through specific projects including SAHO proposal and the Northern Development Agreement.

- Number of individuals completing selected education and training programs.

  This measure shows the absolute number of individuals completing programs. This measures individuals' success in the programs and the sector's contribution to positive outcomes for learners through the programs' curricula, instructional approaches, student services and supports, facilities and equipment.

	1999/00	2000/01 (Baseline)	2001/02	2002/03	2003/04
Job Start/Future Skills Programs (JS/FS)	4,979	3,169	2,495	3,103[3]	3,668
Basic Education	2,775	3,231	3,277	3,376	3,214
Multi-party Training Plan (MPTP)	89	174	101	122	75

Data Sources:
Job Start/Future Skills Follow-up Survey completed by SIAST, the regional colleges and Dumont Technical Institute 60-90 days after the completion of every program and project and submitted to Saskatchewan Learning.
Adult Basic Education Follow-up Survey, completed annually by SIAST, the regional colleges, DTI and SIIT.
MPTP Enrolment Forms completed by various delivery agencies and rolled up by Saskatchewan Learning.

[3] This number was reported as an estimate (2,546) in the 2004/05 Performance Plan. 3,103 represents finalized results.

Percentage of Saskatchewan Students At or Above Target Levels		
	Age 13 (Level 2+)	Age 16 (Level 3+)
Writing (2002) Writing (1998 Baseline)	75.4% 95.9%	57.1% 84.2%
Math content (2001 Baseline) Math content (1997)	52.1% 47.9%	42.4% 50.0%
Math problem solving (2001 Baseline) Math problem solving (1997)	60.8% 51.2%	45.3% 38.6%
Science content (1999 Baseline)	75.5%	77.4%
Reading (1998 Baseline)	76.1%	64.9%

Data Sources:
School Achievement Indicators Program (SAIP), Assessment Reports 1997, 1998, 1999, 2001, and 2002, Council of Ministers of Education, Canada.

The decline in Multi-Party Training Plan completion rates is linked to fewer MPTP seats being funded in 2003/4. The majority of enrolments were in basic education-related programs and people in basic education-related programs traditionally take longer than one year to complete their programs. The demand for MPTP vocational programs is based on industry need and the demand for skill training was lower because Cluff Lake mine shut down and Cigar Lake mine was awaiting approval to proceed to construction.

Completion rates are affected by the changing reality of student life such as part-time attendance, part-time work, raising families and changing programs. The amount of time required to complete a program may change depending on a student's needs and circumstances.

- Percentage of students performing at age appropriate (target) levels in mathematics, science, reading and writing on national School Achievement Indicators Program (SAIP) assessments.

SAIP is sponsored by the Council of Ministers of Education, Canada and is a national standard of academic assessment of 13- and 16-year-old students. Each SAIP assessment is focused on a single domain including reading (1994, 1998), writing (1994, 1998, 2002), science (1996, 1999, 2004), and mathematics (1993, 1997, 2001).

SAIP produces an estimate of how Saskatchewan students are doing relative to other jurisdictions. To compare the general level of achievement, we look at the proportion of age 13 students at Level 2 (usually described as adequate for this group)

or better, and the proportion of age 16 students at Level 3 (usually described as adequate for this group) or better.

Saskatchewan's results from these large scale tests have shown provincial results for reading, writing, mathematics and science are:

- generally average to below average in all subjects with mathematics consistently the subject with the lowest performance;
- showing a downward trend in comparison to Canadian results; and
- indicating lower than expected proportions of students performing at the higher levels of achievement.

The learning sector has made learner academic outcomes a priority by including the following actions in its 2005/06 sector plan:

- establish a new accountability framework for K-12 school divisions based on student outcomes; and
- implement reading comprehension student learning assessment province-wide.

- Percent of students in a cohort starting with grade 10 who finish within three to seven years after they start.

Graduation is a proxy for the success of high school students. Graduation by cohort provides an accurate reflection of the completion of grade 12, since it reflects the reality of students taking part-time classes, upgrading marks, and leaving/re-entering school. Graduation within a defined timeline is influenced by a number of external factors. These factors could include mobility of parents, motivation and students' lifestyle.

Of the students who entered grade 10 in 1996/97, 80.3% have completed high school within three to seven years. In the past decade, graduation rates have been trending higher. Almost three-quarters of the students who began grade 10 in 2000/2001 completed grade 12 by June 2003. This compares with only 65%[5] for the same cohort in Alberta. Another 16.5% of the students who began grade 10 in 2000/01 were still registered at the end of 2002/03, working toward high school completion.

Entered grade 10 in:	**93/94** (Baseline)	**94/95**	**95/96**	**96/97**	**97/98**	**98/99**	**99/00**	**00/01**
Percent of students in a cohort starting grade 10 who finished within three years	71.0%	72.3%	72.5%	72.9%	74.1%	74.8%	74.6%	73.9%
Percent of students in a cohort starting grade 10 who finished within seven years	79.2%	79.7%	79.9%	80.3%	N/A	N/A	N/A	N/A

Data Source:
Saskatchewan Education Indicators – Kindergarten to Grade 12, 2004[4].

[4] Numbers in this table include all students registered on the Student Record System (including those from correspondence, independent and First Nations schools). These numbers may differ slightly from those reported in previous Indicators and Annual reports due to broader inclusion of all students on the system, and due to ongoing maintenance and updating of the Student Records System.

[5] Alberta Learning 2004 Annual Report, www.education.gov.ab.ca/annualreport/2004/FullReport.pdf.

Objective 3: Deliver high quality curriculum, programs, and services

The learning sector is committed to continuous improvement to provide high quality curriculum, programs, services and resources to ensure that Saskatchewan citizens have access to opportunities that are comparable to or better than those available elsewhere. This helps to ensure that individuals acquire the knowledge and skills required to meet family, community and work responsibilities and that the sector responds effectively to community, social and economic needs.

Improvement of curriculum, programs and services was undertaken throughout the sector. New and revised post-secondary programs and new and renewed curricula were introduced for K-12 and Adult Basic Education. Quality of programs and services was assessed through evaluations undertaken at SIAST, U of R, U of S, and the department and improvement action plans were developed based on the findings. New learning technologies were integrated into programs and services across the sector including expansion of learning opportunities and support services available through CommunityNet to all public, separate, Francophone and First Nations schools as well as public libraries.

Key Actions and Results

- Continue to deliver high quality curriculum, programs and services through continuous improvement within the learning sector:
  - Implement Computer Science Development Plan to include additional courses in Computer Systems Technology and Computer Information Systems. [SIAST]
    - Four courses in the Computer Systems Technology program and 2 courses in the Computer Information Systems program are under development.
  - Renew Curricula for Wellness 10, Arts Education K-5, Arts Education 6-9, and Science 10. [Learning]
    - Wellness 10 curriculum was renewed with health education and physical education combined to promote living a balanced lifestyle.
    - K-5 Arts Education was renewed and features artistic studies (dance, drama, music and visual arts) for each grade level. As well, Arts Education 6-9 was renewed and will help students to learn skills in critically reviewing and responding to works of dance, drama, music and visual art.
    - Science 10 curriculum was developed; field tested and is ready for implementation in the fall 2005. The revised curriculum supports student engagement in community sustainability projects.
  - Develop Calculus 30. [Learning]
    - Calculus 30 was developed for delivery in all provincial schools and was delivered by 26 schools to 350 students.
  - Initiate renewal of Native Studies 20 curriculum. [Learning]
    - Secondary and post-secondary educators as well as youth and elders outlined concepts for the renewed curriculum. A first draft of the renewed curriculum is expected in the fall 2005.
  - Continue development of Cree 10, 20, and 30 languages curriculum. [Learning]
    - All three curricula are being piloted. Following analysis of pilot results and revisions, full implementation is expected in 2006.

- Implement new Communications curriculum and pilot the Social Sciences curriculum of the Basic Education Adult 10 curriculum redesign. [SIAST, RC, DTI]
  - New Communications curriculum delivered by SIAST, the regional colleges and Dumont Technical Institute through the Basic Education Adult 10 program.
  - Social Science curriculum was piloted in September 2004. Revisions to the curriculum are underway with plans for full implementation by SIAST, the regional colleges and Dumont Technical Institute in January 2006.
- Oversee the summative evaluation of the Labour Market Development Agreement in conjunction with the Department of Community Resources and Employment. [Learning]
  - Data collection from clients who participated in provincial programs and services designed to help individuals successfully transition to the labour market began in 2004/05. This evaluation has been delayed due to data collection issues and is expected to be completed by January 2006.
- Initiate evaluation of the Technology Enhanced Learning (TEL) Action Plan and renewal of strategy. [Campus Saskatchewan and Educational Technology Consortium]
  - The Technology Enhanced Learning Action Plan review was completed. Major findings indicate:
    - TEL is "here to stay" and demand is expected to increase. Offering this mode of delivery is an important element for many post-secondary institutions to meet the expectations of faculty and students;
    - there is broad support for another shared provincial strategy to guide post-secondary institution and government investments. Work will continue in 2005/06 on the renewal of this strategy; and
    - the plan is an important catalyst, sparking activity in a new teaching methodology.
  - Review a minimum of two programs/units. [U of R]
    - Reviews are underway for English, Women's Studies, Justice Studies and the athletics programs.
  - Systematic Program Review of 10 academic programs. [U of S]
    - 21 academic units/25 academic programs were reviewed in 2004/05. The Systematic Program Review process is being restructured and key features of a broader assessment process will be defined in 2005/06.
- Increase funding to the University of Saskatchewan's College of Medicine to ensure ongoing accreditation of the college. [U of S, Learning]
  - In 2004/05, Saskatchewan Learning provided $3.5 million plus an additional $2.12 million to the College of Medicine. There will be another increase of $3.835 million in 2005/06 bringing funding to a total of $9.455 million.
- Develop and implement policy and program responses to recommendations from the following:
  - Complete evaluation of the Older Workers Pilot Project. [Learning]
    - Evaluation completed. Major findings indicate:
      - the project met the mandate set by government to reintegrate older workers into sustainable

employment: 45% of participants in the Older Workers in Agriculture Pilot Project and 43% of the participants in the Rural Older Workers Pilot Project found full or part-time employment, or started a small business; and

- the project was flexible, responsive to the needs of clients and unique with no overlap to other employment programs.

- Complete evaluation of Community-Based Organizations (CBO) Funding Framework in conjunction with the Department of Community Resources and Employment. [Learning]
  - Evaluation completed. Major findings indicate:
    - under the funding framework multi-year and single year CBO contracts are developed using a fair and transparent Request for Proposals process; and
    - there is a greater emphasis on outcome-based reporting; however, the results of outcome-based reporting need to be more effectively applied to planning and budgeting processes.
- Facilitate accreditation of the Social Work program. [U of R]
  - Review completed. Program received two-year accreditation.
- Develop program responses to recommendations from Canada-Saskatchewan Integrated Student Loan Program Formative Evaluation. [Learning]
  - Began negotiations with the federal Canada Student Loans Program to incorporate evaluation findings into the program and to reflect issues identified for follow-up into the design of the Summative Evaluation.
- Support integration of new learning technologies across the sector.
  - Expand the learning opportunities and support services available through CommunityNet to all public, separate, Francophone and First Nation schools as well as public libraries. [Learning]
    - Upgraded 2-way satellite system for all Saskatchewan schools completed in December 2004. 75 provincial schools, 10 public libraries and 59 First Nations schools are now utilizing the new system.
- Provide skill training for K-12 teachers/instructors related to application of new Learning Technologies. [Learning]
  - Approximately 750 teachers participated in professional development activities on how to integrate technology into the classroom (developing school web sites, web-based resources, and Blackboard Course Management systems).
  - The Learning Village web-based pilot was used in Regina Catholic, Saskatchewan Rivers and York school divisions to support communications with parents and students as well as support lesson and unit planning for teachers.
- Implement a full suite of web-based student services (e.g., application, registration, calendar, etc.). [U of R, U of S]
  - The Student Information System (SiRIUS) is being phased in at the U of S. On-line registration will be available in April 2005. The Recruitment and Admission phase is expected to be operational in September 2005. [U of S]

- On-line web student applications and the university calendar are now available at the U of R. Self-service registration process and on-line graduate admissions form will be implemented in May 2005. [U of R]

- Begin implementation of the Provincial Literacy Strategy. [Learning]
  - Provincial Literacy Strategy was revised based on consultations with stakeholders.
  - $1.1 million was invested by the Province in 2004/05 to support community-based literacy programs and services across Saskatchewan.
- Develop framework for delivering recognition of prior learning services within regional colleges. [RC]
  - A Recognition of Prior Learning Framework was developed.

What are we measuring?

- Number of post-secondary programs eligible for accreditation which have achieved accreditation.

As of September 2004, 70 of 73 eligible programs at SIAST have been accredited with the remaining three programs in the process of applying for accreditation.

All degree programs at the province's two universities that are eligible for and have sought accreditation, and all Red Seal Trades, have achieved accreditation.

	Where are we starting from? 1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Degree						
University of Regina (12 of 12)	100%	100%	100%	100%	100%	100%
University of Saskatchewan (52 of 52)	100%	100%	100%	100%	100%	100%
Diploma/Certificate	87% (41 of 47)	96% (45 of 47)	96% (45 of 47)	90%[6] (63 of 70)	96% (70 of 73)	N/A
Apprenticeship (35 of 35)	100%	100%	100%	100%	100%	100%

Data Sources:
Accreditation Status Report for SIAST Programs, 1999-2005.
University Services Branch, Saskatchewan Learning.
Saskatchewan Apprenticeship and Trade Certification Commission, Annual Report, 1999/00-2004/05.

[6] Note: The calculation for programs accredited at SIAST changed in 2002/03. In 1999/00 and 2000/01 the Saskatchewan Apprenticeship & Trade Certification Commission program recognitions were included in the "formal accreditation" count. From 2002/03 onward, the Saskatchewan Apprenticeship & Trade Certification Commission program recognitions are no longer included in the "formal accreditation" count; rather they are included in the "other external recognition" count. Both "formal accreditation" and "other external recognition" will continue to be reported publicly in the post-secondary programs eligible for accreditation measure.

Accreditation is a program specific approach that assesses a program against established national, provincial or external standards of excellence in all aspects of program delivery. The accreditation of programs is conducted by an external third party. Accreditation assesses curriculum, faculty, facilities, equipment, student services, employer relations, learner progress and retention, graduation rates and graduate employment. The extremely high level of accreditation achieved by the post-secondary system's eligible programs is a good indicator of quality.

All programs for which external accreditation is available are accredited or in the process of being accredited. Non-professional degree programs at the universities tend not to be formally accredited.

SIAST, the universities and the Apprenticeship and Trade Certification Commission will continue to assess programs against established national, provincial and external standards of excellence, identify areas for improvement and appropriate responses, thereby maintaining the provision of high-quality programs and services at the post-secondary level.

- Enrolments by type of credential and type of delivery.

Credential	**2000/2001** (Baseline)	**2001/2002**	**2002/2003**	**2003/04**
Degree[7]	29,940	30,813	31,203	31,687
Certificate/Diploma[8]	6,523[9]	5,649[10]	5,434[11]	5,512[12]
Apprentices served	6,615	6,244	6,552	6,380
Basic Education[13]	5,077	4,987	5,033	4,982
Type of Delivery	**2000/2001** (Baseline)	**2001/2002**	**2002/2003**	**2003/04**
Work-based Training (JobStart/Future Skills)	3,353	3,062	3,293	4,078
Regional Colleges (full-time and part-time)	33,668[14]	30,126	25,720[15]	20,828[16]

[7] The numbers for degree programs at the universities represent only regular session degree enrolments, and do not include spring and summer inter-session enrolments. The degree count consists of students who are enrolled in a degree level program. The numbers for degree programs includes the total of undergraduate (degree plus post grad clinical) enrolments and graduate (doctorate, masters and post grad diploma) enrolments. The numbers have been updated from previous years to reflect the correct placement of post grad diploma and post grad clinical enrolments within the degree grouping.

[8] The numbers for certificate/diploma programs have been updated from previous years to reflect the correct placement of post grad diploma and post grad clinical enrolments within the degree grouping.

[9] This does not include the University of Regina – data not currently available

[10] As above

[11] As above

[12] As above

[13] These numbers are reported directly to the department by the post-secondary institutions that deliver Basic Education programs. The 2003/04 number was reported incorrectly at 5,132 in the 2005/06 Learning Sector Performance Plan. 4,982 is the correct number.

[14] This number has been updated due to revised calculations from the number reflected in the 2003/04 Annual Report.

[15] This variation is believed to be the result to improvements to the quality of data within the Student Information System and the application of consistent business rules related to enrolment. This information was collated from the Regional Colleges Annual Reports

[16] Newly developed definitions are now being utilized for full-time, part-time and casual (new category) enrollments. This results in different calculations of enrollments from the Regional Colleges. Comparisons with previous years are not valid. As well, this number was reported as 20,788 in the 2005/06 Performance Plan, this was a preliminary number which has now been updated to reflect actual enrolments within the Regional Colleges.

Enrolments identify the number of individuals able and interested in taking advantage of available post-secondary programs and services in publicly funded institutions. It is a proxy measure for quality as it indicates individual interest in graduating with credentials from the province's post-secondary system. Post-secondary public institutions, private vocational schools and the department provide an array of programs and include basic education, skills training and university programs that lead to a certificate, diploma, undergraduate, masters or doctorate degree. Factors that influence individual decisions to enroll in programs include location, capacity within specific programs and costs. Enrolments are also affected by other factors beyond the sector's control such as demographic and labour market trends.

The number of enrolments for 2003/04 over 2002/03 remains relatively stable:

- the number of enrolments in degree programs increased by 484;
- the number of enrolments in diploma/certificate programs increased by 78; and
- the number of apprentices served decreased by 172.

- Absolute number of enrolments[17] in provincially-funded elementary and secondary schools by location of school division (rural, urban, and north at September 30, 2004).

Location of provincially funded elementary and secondary schools by location of school division	**1999/2000** (Baseline)	**2000/01**	**2001/2002**	**2002/2003**	**2003/2004**
Rural Schools	75,069	72,407	70,160	68,077	66,153
Urban Schools	108,014	106,490	105,501	103,890	102,845
Northern Schools	5,536	5,597	5,442	5,408	5,265
Total Enrolment	188,619	184,494	181,103	177,375	174,263

Data Source:
Saskatchewan Education Indicators – Kindergarten to Grade 12, 2004.

[17] Data in this measure are categorized as rural or urban based on the predominant residential location of the students served by the school, rather than the classification of the school division. Some of the shift in enrolment from rural to urban is explained by the re-classification of school enrolments when a town becomes a city (e.g. Melville and Humboldt).

Some numbers are slightly different from those reported in previous years' *Indicators* reports. This is because of late reporting, ongoing record maintenance, the inclusion of enrolments in independent schools now formally associated with provincially-funded school divisions, and school division restructuring.

[18] *Summary public school indicators for the provinces and territories, 1996/97 to 2002/03.* Research Paper, Culture, Tourism and the Centre of Education Statistics, Statistics Canada. Catalogue no. 81-595-MIE-No. 022, ISSN: 1711-831X, ISBN: 0-662-38036-3.

Enrolments are affected by a range of external factors that the sector does not control, including demographic trends, home schooling, migration and the increase in First Nations and independent schools. The number of enrolments in the K-12 system has declined over the past years, reflecting the decline in the population in the under-10 age group. In 2003/04, K-12 enrolments were 174,263, a decline of 3,112 when compared to the previous school year. Enrolments in Saskatchewan have declined 2.1% between 1996/97 to 2002/03. This compares with a 1.1% decline in Manitoba and a 0.5% increase in Alberta for K-12 enrolments[18] during the same time period.

The current age structure of the Saskatchewan population shows that Saskatchewan has a relatively large number of youth in the 10-19 age group. As this group continues to age and move through the education system over the next decade, there will be a significant decline in K-12 student enrolments. Enrolments in Grades 9-12 are forecast to fall by 21% by 2013-14 as the current under-10 age group moves through the school system. Participation in K-12 is mandatory until the age of 16.

Declining enrolments combined with population shifts have resulted in school closures and have increased the demand for technology assisted and mediated courses.

- Public satisfaction with the learning sector.

This measure tracks general public perceptions about the learning sector's quality based on results of polling.

Confidence in the learning sector is reflected in a variety of ways including satisfaction expressed through public polling. Polls ask a sample of the Saskatchewan population questions related to a variety of education-related issues. The measure provides information on the public's perception of the quality currently viewed in the sector's curriculum, program, services and resources. Quality programs and services are required to ensure learner success increases. Public perceptions related to the learning sector are impacted by a variety of issues including media coverage, other jurisdictions, personal experiences and the opinions of others.

The January 2005 poll indicates the level of public satisfaction with the quality of K-12 education continues to be positive with half of respondents indicating that the quality of K-12 education is good to excellent. However, public uncertainty about how Saskatchewan is doing in comparison to the rest of the country has grown from 16% in January 2004 to 25.2% in January 2005, indicating the K-12 system needs to do a better job of informing Saskatchewan citizens about learner outcomes. The following table tracks the level of satisfaction ratings for the elementary and secondary systems as reported in the Provincial Omnibus Polls for October 2002, May 2003, and January 2004. Polling questions have been updated for January 2005 to combine these two systems into a quality question for K-12. If the question was not included in a particular poll the result area has been shaded.

The January 2005 poll indicates the level of public satisfaction with the quality of the post-secondary education and training

system continues to decline slightly with downward trends in the "excellent" and "good" categories – this may be due in part to well publicized rankings of Canadian universities in reports such as MacLean's which typically rank provincial universities in mid to low ranges and the College of Medicine's probationary accreditation status.

Results		October 2002 (Baseline)	April 2003	January 2004	January 2005
Percent of the public who rated the quality of elementary education in Saskatchewan as excellent, good, adequate, poor or very poor	Excellent	10%	9%	12%	
	Good	44%	46%	45%	
	Adequate	27%	35%	28%	
	Poor	10%	8%	7%	
	Very Poor	1%	1%	1%	
	Unsure/don't know	8%	8%	8%	
Percent of the public who rated the quality of secondary education (high school) in Saskatchewan as excellent, good, adequate, poor or very poor	Excellent	7%	6%	8%	
	Good	42%	42%	45%	
	Adequate	27%	36%	30%	
	Poor	11%	13%	6%	
	Very Poor	2%	2%	1%	
	Unsure/don't know	11%	10%	9%	
Percent of the public who rated the quality of Kindergarten to grade 12 education in Saskatchewan as excellent, good, adequate, poor or very poor	Excellent				5.9%
	Good				44.7%
	Adequate				34.2%
	Poor				8.9%
	Very Poor				1.3%
	Unsure/don't know				5.1%
Percent of the public who think the K-12 system in Saskatchewan is the same, better or worse than the rest of the country	Better	18%	18%	21%	17.1%
	Same	55%	57%	52%	48.7%
	Worse	16%	13%	11%	9.1%
	Unsure/don't know	11%	12%	16%	25.2%

Data Sources:
Saskatchewan Government Omnibus Polls, 2002, 2003 and 2004.
Saskatchewan Learning Omnibus Poll 2005, conducted by Pulse Research Ltd.
Note: The shaded areas represent polls where the question was not included.
(The 2003/04 performance plan incorrectly reported that 47% of those polled in October 2002 rated the quality of provincial secondary or high schools as good/excellent.)

		November 2002	June 2003	January 2004	January 2005
Percent of the public who rated the quality of post-secondary education and training system in Saskatchewan as excellent, good, adequate, poor or very poor	Excellent	13%	15%	8%	6.8%
	Good	49%	50%	48%	44.1%
	Adequate	27%	27%	28%	31.7%
	Poor	5%	4%	4%	8.3%
	Very Poor	1%	1%	1%	1.3%
	Unsure/don't know	5%	5%	11%	7.9%
Percent of the public who rated the quality of post-secondary education and training programs in Saskatchewan as excellent, good, adequate, poor or very poor[19]	Excellent	13%	15%	8%	7%
	Good	49%	48%	48%	44%
	Adequate	27%	27%	28%	32%
	Poor	5%	4%	4%	8%
	Very Poor	1%	1%	1%	1%
	Unsure/don't know	5%	11%	11%	8%
Percent of the public who think the post-secondary education and training system in Saskatchewan is the same, better or worse than the rest of the country[20]	Better	15%	19%	19%	20.4%
	Same	61%	54%	54%	48.3%
	Worse	13%	11%	11%	14.6%
	Unsure/don't know	11%	16%	16%	16.8%

Data Sources:
Saskatchewan Government Omnibus Polls, 2002, 2003, 2004 and 2005.

[19] Please note the measure description was incorrect in the 2004/05 Performance Plan. It has been corrected to be consistent with polling questions.
[20] As above.

Objective 4: Provide access to information and resources

Access to information and resources through improved use of technology is a critical component of the learning sector's activity, particularly as the use of technology increases in importance both as a delivery method and as a support to teaching and learning. This is particularly important in providing access given Saskatchewan's widely dispersed population. There is also increased interest in the use of technology to meet learning and information needs. The objective underscores the intent of the learning sector to provide equitable access to information and resources and to recognize the differing roles of the partners within the sector.

In 2004/05, access to a broader range of programs, services and resources by sector partners and the public was accomplished through the launch of an independent ATCC website, implementation of additional on-line services; and provision of comprehensive electronic access to all provincial public libraries and library materials.

Key Actions and Results

- Enhance on-line access to a broader range of learning resources, programs and services:
    - Launch independent ATCC website. [ATCC]
        - ATCC website was launched April 12, 2004. The website allows employers, apprentices and potential apprentices to access all forms and documents, review entrance requirements and examination criteria, and access course content and lists of recommended materials.
    - Work with CMEC to develop the Pan-Canadian learning portal and learning resources repository. [Learning]
        - Over 600 department documents and resources are now on the portal. Work will continue in 2005/06 to make this portal accessible to the public.
- Establish an on-line credit transfer guide on the Campus Saskatchewan website. [Campus Saskatchewan]
    - The Saskatchewan Council for Admissions and Transfer is developing a system to support the transfer of course or program credits from one institution to another, and provide students with an on-line credit transfer guide. The database structure to support the on-line credit transfer guide is currently under development. Work will continue in 2005/06. Information about credit transfer is available on the Campus Saskatchewan website at: http://www.campussaskatchewan.ca/default.asp?css=1&page=26.
- Implement on-line access to eligibility information and application for income support programs, including public access sites. [Learning]
    - Applications for student loans and the Provincial Training Allowance and information about eligibility for each are available on the department's website.
    - Completed on-line tax reporting system which produces income tax receipts for students receiving income support (Student Loans, Provincial Training Allowance, Apprenticeship Training Allowance and Skills Training Benefit).

- Provide comprehensive electronic access to all provincial public libraries and library materials:
    - Increase CommunityNet access to e-learning and e-library resources housed at Learning. [Learning]
        - CommunityNet bandwidth line upgraded from 10MB to 100MB.
        - E-Learning firewalls upgraded to accommodate the increased bandwidth.
        - Saskatchewan Learning implemented out-of-office access to over 7,000 online full-text periodicals and numerous directories for all staff.
- Introduce a web-based integrated library management system to provide enhanced services to students, staff and faculty. [SIAST]
    - SIRSI Unicorn library management system now accessible by students, staff and faculty. Further system enhancements are planned for 2005/06.
- Develop a strategy for full implementation of Technology Enhanced Learning within the regional colleges. [RC]
    - Network of Technology Enhanced Learning Services Strategy submitted by the regional colleges to Saskatchewan Learning.
    - Integrated process implemented for providing 2004/05 funding for on-line and televised learning programs.

What are we measuring?

- The number of on-line courses under development, available for delivery and delivered: K-12 and post-secondary.

This measure describes the capacity of the sector to deliver on-line courses from an array of courses available. The province provides funding for developing and establishing on-line courses and learning resources whereas the school divisions and post-secondary institutions determine what course offerings are delivered annually from those available.

The number of on-line courses available and delivered continues to increase on a yearly basis in the K-12 and post-secondary education systems. On-line courses provide increased access for students and learners independent of geography.

Access to information and resources is a critical component of the learning sector's activity, particularly as the use of technology increases in importance as a delivery method and as a support to teaching and learning. An evaluation of the Technology Enhanced Action Plan (post-secondary) completed in March 2005 indicated learner respondents are generally pleased with their experiences with technology enhanced learning as it provides flexibility for an older student base and for off-campus students. The plan has been an important catalyst, sparking activity in a new method of teaching and knowledge dissemination.

The learning sector is committed to promoting access to a wide variety of learning programs, supports, and resources regardless of geographic location. Activities to support this commitment that are identified in the 2005/06 Performance Plan include:

- enhancing digital supports in the K-12 system;
- continued development and implementation of on-line access to eligibility information and applications for income support students, including public access sites;

- implementation of a publicly accessible electronic library and information resource; and
- development of a system-wide TEL Strategic Plan.

	2000/01 (Baseline Post-Secondary)	**2001/02**	**2002/03**	**2003/04**	**2004/05** (New Baseline for K-12)
K-12					
Resources under development	53	41	34	21	N/A
Credit courses – resources available	0	13	17	40	N/A
Credit courses delivered	0	17	23	34	45[21]
Post-secondary					
Resources under development	53	58	91	N/A	162
Credit courses – resources available	70	83	118	128	162
Credit courses delivered	70	83	118	128	N/A

Data Sources:
Post-secondary Institutions, 1998-2003 TEL Consolidated Reports.
Post Secondary Institutions, 2002/03 and 2003/04 Annual TEL Report and Performance Measures.
www.centralischool.ca

[21] Due to changes in how statistics are kept at Saskatchewan Learning, this number will be reported differently from this point forward in Annual Reports and Performance Plans.

Goal 2: A Seamless Continuum of Formal and Informal Learning Opportunities

Objective 1: Support labour market preparedness

The learning sector prepares individuals for participation and success in the labour market over their lifetime. Individuals require basic employability skills as well as technical skills to respond to the changing needs of the economy. A skilled labour force is essential to the economic well-being of the province.

Work in 2004/05 supported labour market preparedness by delivering new, revised and ongoing pre-service and continuing education and training programs aimed at the general public and at specific targeted populations including Aboriginal people, persons with low incomes, youth, people with disabilities, and the unemployed. Partnerships with industry and corporations resulted in additional funding for the sector and expansion of work placements with government, insurance and consulting firms in Saskatchewan and Ontario.

Key Actions and Results

- Develop a Career Development Action Plan for the learning sector. [Learning]
    - Initial draft of Career Development Action Plan circulated to learning sector partners. Work will continue in 2005/06 to finalize the plan.
- Develop approaches to ensure Saskatchewan citizens have the skills and knowledge required to meet the changing demands of the economy.
    - Increase training/education programs in partnership with industry/corporations, public sector, business, etc. [U of R]
        - Approved the Graduate School of Public Policy that will start enrolling students in 2005.
        - New Actuarial Science Internship program launched, 5 students placed in 12-16 month work placements with government, insurance and consulting firms in Saskatchewan and Ontario.
    - Expand the Aboriginal Co-op program based on findings of the Pilot Project. [U of R]
        - Continued expansion of the Aboriginal Co-op program included initiation of the Aboriginal Student Employment Services and work with First Nations University of Canada to ensure comprehensive service delivery. 25 students were placed in work terms through the Aboriginal Co-op program.
    - Expand the Co-op program into other departments and faculties. [U of R]
        - Co-op program now available for students in the Faculty of Arts. 16 students from this faculty were placed in co-op work terms.
    - Review and refine curriculum and program portfolio, capacity and delivery locations in partnership with business and industry. [SIAST]
        - A total of 11 new programs introduced – 7 applied certificate, 3 advanced certificate, and 1 apprenticeship program.
        - Provided pre-trades, apprenticeship training and upgrading (plumbing, tri-trades, industrial mechanics, carpentry/carpentry upgrader, parts person and welder upgrader) in rural and northern areas.
- Increase linkages between K-12, the ATCC, and employers to encourage young people to consider careers in the trades. [ATCC]

- Youth apprenticeship initiatives launched at Assinaboia Composite and Thom Collegiate (Regina) high schools to encourage students to consider opportunities in the trades and to inform them of strategies for career success in apprenticeship. Participants receive apprenticeship credit, experience and acknowledgement by ATCC on completion of their high school program.

- Implement the skill assessment proposal for Agriculture Policy Framework renewal. [RC]
    - A skill assessment proposal was submitted to Saskatchewan Agriculture. Implementation is pending government funding approval.

What are we measuring?

- Employer satisfaction with SIAST graduates (similar data is not available from other post-secondary institutions).

Based on surveys, this measure provides specific information about employer satisfaction with SIAST graduates and with other selected programs (JobStart/Future Skills and the Labour Market Development Agreement) offered through SIAST. Satisfaction ratings are good indicators of employers' and participants' perception of how well programs are meeting their needs in terms of awareness, relevance and quality.

The SIAST 2002 Employer Survey indicated 96% of responding employers were very satisfied or satisfied with the preparation of SIAST graduates for positions in their companies. This is a 7% increase in satisfaction compared to the 2001 survey which rated employers as very satisfied or satisfied at 89% (baseline).

The SIAST Employer Survey is now conducted every two years with the most recent survey conducted in 2004; results are not yet available.

	SIAST Graduate Employment Survey - 2001	SIAST Graduate Employment Survey - 2002
% of responding employers very satisfied or satisfied with the preparation of SIAST graduates for positions in their companies.	92%	96%
% of responding employers who rated the job knowledge of SIAST graduates as good or very good	71%	75%
% of responding employers who rated overall job preparation of SIAST graduates as good or very good	73%	76%
% of responding employers who would hire SIAST graduates again	97%	97%

Data Sources:
SIAST Graduate Employment Survey, 2001 and 2002.

- Employment rate by educational attainment of the working age population 15+ with grade 12, a diploma or certificate, or a degree.

	2001 (Baseline)	2002	2003	2004
High School Graduate	71.8%	72.5%	73.2%	74.0%
Diploma/Certificate	73.4%	75.1%	74.9%	74.5%
University Degree	79.8%	80.5%	78.8%	80.5%

Data Source:
Statistics Canada, Labour Force Historical Review 2004. Please note all data was revised in February 2005 based on the 2001 Census and these revised numbers reported.

This measure shows employment rates relative to the highest level of education completed for individuals aged 15 years and older. Employment rates provide a proxy for the learning sector's responsiveness in meeting the needs of employers and the economy. This measure reflects the critical importance of training and education to employment. Education has been established as a key factor in gaining employment and this relationship is becoming stronger over time in the knowledge economy.

Employment rates are influenced by many factors. While educational attainment is an important factor in gaining employment, it is only one of many possible determinants. This measure is vulnerable to external forces in the economy over which the sector has limited control such as economic activity and employers' hiring decisions.

The employment rate by educational attainment has remained relatively stable over the last four years in Saskatchewan, Alberta, Manitoba and nationally[22].

The learning sector understands that a skilled labour force is a key contributor to the economic well-being of the province. The sector will continue to support labour market preparedness in 2005/06 by carrying out the following actions:

- increasing training capacity for work-based training, Adult Basic Education, and apprenticeship;
- expansion of the Nursing Education Program of Saskatchewan; and
- implementing technical training for three new trades – Meat Cutter Trade; Scaffolder Sub-trade, and Framer Sub-trade.

Objective 2: Support co-ordinated and aligned sector planning and operations

The learning sector is committed to maximizing linkages and opportunities across the sector in support of its goals and objectives. Collaboration across and within the learning system in support of lifelong learning is necessary to maximize effective use of resources and to meet the public's learning needs effectively. The results of collective action will maximize impact.

During 2004/05, significant progress was made to advance the co-ordination and alignment of the sector. The province invested $487.7 million

[22] Statistics Canada, *Labour Force Historical Review, 2004*.

into post-secondary education and training, an 8% increase over 2003/04 and $527.7 million in operating grants to school divisions, a 3% increase. Collaborative partnerships within and beyond the learning sector resulted in continued implementation of the School[Plus] Community Engagement and Action Planning Strategy for School[Plus] and enhancement of opportunities supporting transitions to work and/or further study.

Key Actions and Results

- Continue implementation of the School[Plus] Community Engagement and Action Planning Strategy for School[Plus] within the learning sector and across the human services sectors in collaboration with the Saskatchewan Council on Children and Youth. [Learning]
    - Council on Children & Youth was disbanded and was reorganized as the Strengthening Education Capacity (SEC) forum.
    - School[Plus] Leadership Handbook distributed to 375 participants at the School[Plus] Congress and posted on Saskatchewan Learning's website.
    - "Truancy" discussion paper, *Youth, Families, Human Service Providers, Community and Schools: Working Toward Youth Engagement*, distributed to SEC Forum members[23].
- Continue collaborative partnerships within and beyond the learning sector:
    - Develop Learning Sector Performance Plan for 2005/06. [Learning Sector]
        - Learning Sector Performance Plan for 2005/06 developed by Sector Steering Committee with representatives from K-12 education, post-secondary education, and the library systems. It is available on-line at http://www.learning.gov.sk.ca/admin/pub_pdf/Learning_sectorplan05_06.pdf
    - Begin implementation of the five-year review of the Saskatchewan University Funding Mechanism. [Learning]
        - Proposals developed for many items in the review; some require more research to complete. Use of the Funding Mechanism suspended for 2005/06 budget planning in order to provide universities with funding to eliminate the need for tuition increases. Work will continue in 2005/06.
- Establish first multi-year university level integrated plan and accompanying multi-year budget framework in May 2004. [U of S]
    - A multi-year university integrated plan approved in May 2004 by the U of S Council and Board of Governors. The plan is available at: www.usask.ca/vpacademic/integrated-planning/plandocs/. A progress report will be available in the fall 2005.
- Establish 2004-08 planning framework. [U of R]
    - New five-year university plan adopted for 2004-09 instead of four-year plan. Plan contains a performance measurement framework with aims, measures and targets.
- Improve opportunities for Saskatchewan citizens by enhancing transitions to work and/or further study for learning:
    - Integrate the design and delivery of the practical and applied arts programs in K-12 and SIAST. [SIAST, Learning]

[23] The SEC Forum includes representatives from: Saskatchewan Teacher's Federation; Saskatchewan School Boards Association; League of Educational Administrators, Directors and Superintendents; U of R; U of S; SIAST; human service departments; Centre of Excellence for Youth Engagement; Saskatchewan Association of School Councils; Saskatchewan Indian Institute of Technologies; Federation of Saskatchewan Indian Nations; Chamber of Commerce; Métis Nation of Saskatchewan; Saskatchewan Labour Force Development Board; and the Saskatchewan Community Schools Association.

- Agreement between Saskatchewan Learning and SIAST to articulate Information Processing modules with introductory computer courses. Five other practical and applied arts programs were evaluated, however, no articulation of these courses has taken place.

- Develop bridging strategies aimed at enhanced student retention and transition rates from basic education to further education and skills training. [SIAST]

  - Preliminary work on development of a pilot workshop focused on supporting transition to post-secondary completed.

  - Introduce new instructor orientation program to be followed by a mandatory faculty certification program. [SIAST]

  - Three new instructor orientation programs (NIO) held. The program focuses on instructional skill development and orientation to the SIAST organization, and services provided.

  - The NIO is required to enter the new Faculty Certification Program (FCP). The FCP is a mandatory three-year program that concentrates on the further development and enhancement of instructional and leadership skills. Two FCPs were successfully delivered in 2004/05.

- Develop a faculty recruitment/retention strategy. [SIAST]

  - A workforce planning process is being developed.

- Capital planning and prioritization:

  - Develop objective and transparent capital prioritization frameworks for regional colleges, SIAST, and universities and maintain the capital prioritization framework in place for K-12 capital facilities funding allocations. [Learning, RC, SIAST, universities]

    - Capital prioritization frameworks completed for regional colleges, SIAST, the U of S, and U of R. Each post-secondary partner now submits a five year capital plan to Saskatchewan Learning.

    - K-12 capital prioritization framework maintained.

  - Continue development of long-term capital planning framework for SIAST. [SIAST, Learning]

    - A comprehensive facility development plan was developed. Thirteen major projects to address training space shortages have been identified.

  - Continue planning for the University of Saskatchewan Academic Health Sciences and the University of Regina Laboratory Building addition projects. [U of S, U of R, Learning]

    - Planning for the U of R Laboratory Building addition completed. On March 23, 2005, the provincial government announced $30 million for construction.

    - The U of S Academic Health Sciences Building addition project now targeted for 2006/07.

  - Assist school divisions in the planning, design and/or construction of the twelve K-12 major capital projects approved in the fall of 2003. [Learning, School Boards]

    - The Government of Saskatchewan invested $11.04 million in K-12 capital projects in 2004/05 including:

      - $1,781,000 at Campbell Collegiate in Regina for foundation repairs;

- $380,000 at Indian Head High School to upgrade the heating and ventilation system;
- $2,274,000 to provide a replacement school for Saskatchewan Rivers School Division;
- $682,000 for an addition/ renovation project at Davison School in Melville;
- $55,000 to start work on a replacement school for W.P. Bate in Saskatoon;
- $55,000 to start planning for an addition/renovation at Nutana School in Saskatoon;
- $75,000 to start planning an addition/renovation for LaLoche Community School;
- $100,000 to start planning the new Tommy Douglas Collegiate in Saskatoon;
- $100,000 to start planning the new Bethlehem High School in Saskatoon;
- $1,025,000 to start work on the new Northeast Collegiate in Saskatoon;
- $3,758,000 for a new francophone school in Moose Jaw; and
- $701,000 to start planning a new francophone school in Saskatoon.

- Complete new residences. [U of R]
  - Residences completed on time and on budget for September 2004 opening.
- Complete Centre for Kinesiology, Health and Sport. [U of R]
  - Centre completed on time and on budget for September 2004 opening. The new facility adjoining the former Physical Activity Centre is a critical teaching, research and sports space. It features a three-court gymnasium, an elevated four-lane running track, lecture and classroom facilities, teaching and research laboratories and an expanded Allied Health Centre combining sport medicine, physiotherapy, student health and the Dr. Paul Schwann Centre.

- In addition:
  - The Post-Secondary Graduate Tax Credit was increased from $350 to $500.
  - The province invested $487.7 million into post-secondary education and training, an 8% increase over 2003/04 and $527.7 million in operating grants to school divisions, a 3% increase.
  - Ten projects across Saskatchewan received $10,000 each from the new School^{Plus} Community-Teacher Engagement Fund. The funding was used to promote and support action research projects by communities and schools to benefit all School^{Plus} stakeholders in the province in support of child well-being and learning success.
  - Assisted school divisions with 122 block capital projects with a total cost of $11.68 million. These projects each cost less than $500,000 and included relocatable classrooms, renovations, mechanical upgrades, roof repairs, accessibility improvements, etc.
  - In November 2004, funding was announced for the Western College of Veterinary Medicine expansion to match funding provided by the federal government. The first instalment of funding was provided in March 2005.

What are we measuring?

- Saskatchewan grade 12 students' plans for post-secondary education.

This measure provides information on the intention of high school students to attend post-secondary education and training inside and outside Saskatchewan.

Data for this measure are obtained through the High School Leaver (HSL) Survey, which was distributed to students across the province, but the completion of the survey was not compulsory. In addition, the student population surveyed in 2003 was Grade 12 students including band schools. In 1999, the HSL Survey was distributed to both Grade 11 and 12 students, but excluded band schools.

The overall response to the 2003 HSL Survey was 42% compared to 64% in 1999. It should be noted, however, that the 2003 survey was expanded by increasing the target student population and the number of questions asked. Across the province, response rates varied from a high of 95% among students attending historical high schools to a low of 12% among First Nations students.

The 2003 survey indicated that 80% of grade 12 students planned to attend a post-secondary institution (54.8% within 12 months of their graduation, which is slightly down from 55.7% in 1999 and another 25.1% at some time in the future; more than 12 months after their graduation compared to 21.1% in 1999).

Due to changes in the survey instrument, most data obtained from the 2003 High School Leavers Survey is not directly comparable to the data from the 1999 survey. Consequently, the percentage of grade 12 students planning to study in Saskatchewan 79%[24] and those planning to student outside Saskatchewan 21%[25], should be treated with caution.

[24] This percentage is representative only of those students who are planning to pursue a post-secondary education within the next 12 months.
[25] As above.

Goal 3: Inclusiveness

Objective 1: Increase the participation of Aboriginal people in sector programs and services

The learning sector is committed to working in partnership with Aboriginal governments, institutions and organizations to improve the participation and success of Aboriginal people in all sector programs and services. The province has a growing young Aboriginal population that is potentially its greatest asset in offsetting the decline in the labour force due to the aging population. Despite recent gains, the education level of the Aboriginal population is below that of the non-Aboriginal population. The unemployment rate of the Aboriginal population is higher than the non-Aboriginal population. Improvements are necessary to ensure the province's social and economic well-being and for the province to benefit from Aboriginal perspectives and culture.

Although successful participation of Aboriginal people in the sector's programs and services was a priority in 2004/05 progress was limited. The success of this objective is dependent on negotiations among Aboriginal governments, institutions, and organizations and the provincial government and public sector institutions/organizations. Aboriginal children and youth continue to be overrepresented among those students who do not complete school and therefore, those with insufficient education and training to sustain long-term labour force attachment. The implementation of the Student Tracking System is expected to provide educators with data required to identify children and youth who are not in school, many of whom are Aboriginal, so that interventions can be targeted to them. Projects to increase the recruitment and retention of Aboriginal students are underway in the post-secondary institutions; however comprehensive outcome data is not available to determine the success rates of these interventions. Although significant effort in 2004/05 was expended to advance this objective, sustained effort will be needed in the future.

Key Actions and Results

- Increase participation and success rates of Aboriginal learners across the learning sector:
  - Implement Aboriginal Apprenticeship Initiatives. [ATCC]
    - Twelve Aboriginal Apprenticeship Initiative projects launched. In collaboration with locally-based training and support systems including Tribal Councils, individual First Nations, industry associations and training providers, participants are trained to fill local human resource needs. Projects have included training in tourism, carpentry, plumbing, auto body repair and electrical programs.
  - Increase numbers of Aboriginal employees. [U of R]
    - The number of Aboriginal employees increased by two at the U of R over the past year. A new process to capture employee statistics is being developed.
  - Co-ordinate initiatives to increase the level of Aboriginal participation in the colleges, curriculum, programming and social interactions through the Special Advisor on Aboriginal Initiatives. [U of S]
    - An Aboriginal Education Research Centre is currently in development in the College of Education. It will be fully operational in fall 2005.
    - The university has undertaken a retention study to examine the retention patterns of self-declared Aboriginal students.

- A Math and Science Enrichment Program was developed to provide a structured, supportive and enriched learning environment for up to 50 Aboriginal students per year. The program is intended to enhance the success of Aboriginal students interested in pursuing education and professional careers in math and science. The program will begin in fall 2005.
- An Aboriginal Achievement Program is currently under development. This program will create a supportive and nurturing environment and a more comprehensive and coordinated approach to providing services to Aboriginal students on campus.

- Accelerate implementation strategy for a representative workforce and student body. [SIAST]
  - A new Aboriginal Advisory Panel was established to advise the president and SIAST on recruitment and retention of Aboriginal staff and students. The panel developed a mission, vision and values statement, terms of reference and a mandate. Short-term goals and priorities have also been established. Work will continue in 2005/06.
- Increase the number of linkages with Aboriginal organizations and elementary and high schools in an effort to provide services that meet the needs of First Nations and Métis students. [SIAST]
  - Thirty band schools were visited by a SIAST Aboriginal liaison officer.
  - Super Saturday events were held at Kelsey Campus in Saskatoon on March 19th and April 30th, 2005. The following programs were featured: Commercial Pilot, a combined Medical Diagnostics and Biotechnology program, Autobody and Parts Management. Approximately 100 students participated.
- Develop a Comparative Curriculum Standards Council to facilitate smooth transitions and seamless educational opportunities for First Nations students. [Learning]
  - Work towards development of a council is continuing.
- Incorporate Aboriginal ways of knowing in the content perspectives and learning resources for English Language Arts Middle Years and Science 10. [Learning]
  - English Language Arts grade 9 course was developed in cooperation with the correspondence school. This course includes a unit on Indigenous Narratives.
  - Developed and distributed *Celebrate Saskatchewan's Centennial: A Guide for Teachers* that includes Aboriginal content and perspectives for delivery in classrooms.
- Develop in partnership with First Nations and Métis communities and teacher training institutions an Aboriginal Education Professional Development Strategy. [Learning]
  - With the Office of the Treaty Commissioner, a Treaty Learning Network involving 50 teachers and 22 Elders was developed. This network will be the basis for development of an Aboriginal education leadership network.
- Develop in partnership with First Nations and Métis communities a comprehensive Urban Aboriginal Education Framework. [Learning]
  - Although this framework was not completed, work towards its development will continue in 2005/06.

- Enhance training/employment partnerships with Aboriginal communities.
  - Implement partnership between U of R, First Nations University of Canada and Crown Investments Corporation to advance Aboriginal education and participation in the workforce. [U of R]
    - Partnership agreement between the organizations resulted in 26 students receiving awards from the Aboriginal Bursary Program.
  - Deliver a Western Canadian symposium, Aboriginal People in Trades: Strategies for Success in October 2004 in partnership with Aboriginal institutions and the Apprenticeship Commission. [SIAST]
    - The Western Canadian Symposium on Aboriginal People in Trades was delivered in partnership with the Aboriginal Human Resource Development Council of Canada, ATCC, and the Saskatchewan Indian Institute of Technologies in October 2004 for more than 100 senior government, industry, education, union and Aboriginal community leaders from across Canada. The symposium highlighted strategic efforts to increase the participation of Aboriginal people in the trades.
- Expand the development and delivery of programs specifically tailored for First Nations. [SIAST]
  - SIAST's science and health division introduced a three-year pilot project to increase enrolment and success rates for Aboriginal students. A working group comprised of key stakeholders, actively participated in developing initiatives including a formal mentorship framework for Aboriginal students. Memorandums of understanding have been established with two major urban health regions and Ag-West Bio Inc.
- Continue to promote and support the development of co-management and co-governance arrangements among school divisions, First Nations and Métis authorities through implementation of the policy framework, Building Partnerships with First Nations and Métis Peoples and the Provincial Education System. [Learning]
  - Meetings and consultations with partners continue.
- Emphasize math and science preparation in Basic Education. [SIAST]
  - Practical applications of math and science are being incorporated in course delivery within the boundaries of the adaptive dimension of curriculum, in career development and Adult Basic Education.
- Develop culturally sensitive curriculum and adaptive delivery of apprenticeship training. [SIAST]
  - SIAST piloted a Level 1 math course for the mechanical trades program offered online in 2004/05. The culturally sensitive curriculum, developed to meet the learning needs of Aboriginal students, is set in tutorial format. The course was successful in providing access and support to learners in their own communities. Carpentry and Sheet Metal Worker programs will adopt this approach in 2005/06.

- In addition:
  - The provincial government committed $13.7 million over five years to the third phase of the Multi-Party Training Plan (MPTP), for training in northern Saskatchewan. In 2004/05, there were 334 enrolments in the MPTP, 73% of these were Aboriginal participants.

	1999/00*	2000/01**	2001/02	2002/03	2003/04
Degree U of S U of R	N/A	N/A	N/A	N/A	9.95%[26] N/A
Diploma/Certificate SIAST U of S U of R	18.2%	17.5%	19%	18.4%	18.6% N/A N/A
Apprenticeship	N/A	5.8%	7.0%	8.7%[27]	12.8%
Basic Education	52%	52%	54%	55%	58.8%
JobStart/Future Skills	21%	20%	18.5%	15%[28]	16%
K-12	N/A	N/A	N/A	21.5%	N/A

*Baseline for SIAST, BE, JS/FS
** Baseline for Apprenticeship
Data Sources:
SIAST Education Equity Program, Annual Monitoring Reports, 1999-2003.
SIAST Annual Report, 2003-2004.
Student Information System, October 2004 Snapshot. No public data source available.
Apprenticeship and Trade Commission, Annual Reports 2000-2004.
Saskatchewan Learning Programs Branch Data.
Saskatchewan Education Indicators Kindergarten to Grade 12, 2004.

What are we measuring?

- Aboriginal participation rates by type of credential (Aboriginal enrolments for self-identified Aboriginal students as a percent of total enrolments).

  This measure identifies the participation of First Nations and Métis people within the learning sector and provides data to monitor progress toward increased levels of educational attainment for Aboriginal people. The learning sector is committed to working in partnership with Aboriginal people and institutions/organizations to improve participation and success of Aboriginal people in all sector programs and services.

  Participation rates are calculated by dividing the sum of self-declared First Nations and Métis enrolments by total enrolments, except for the JobStart/Future Skills rate which represents an average between Work-Based Training for the Unemployed and Institutional Quick Response. Data is not currently available from all sector partners; however data availability is expected to improve over time.

  2003/04 participation rates for First Nations and Métis people in the learning sector are generally increasing from 2002/03.

[26] Aboriginal participation rates are at the University of Saskatchewan was calculated by dividing the number of Aboriginal enrolments in degree programs by total enrolments in degree programs. The total number of participants (1,897) is broken down by degree participants consisting of Masters and Doctorate students (43) and undergraduate students (1,853), and post grad clinical participants (1) from 2003/04.

[27] This number was reported as an estimate of 6.1% in the 2004/05 Performance Plan. It has been updated to reflect the actual value for the 2002/03 academic year.

[28] This number was reported as an estimate of 22% in the 2004/05 Performance Plan. It has been updated to reflect the actual value for the 2002/03 academic year.

	1996 Baseline	2001
High School Graduate	6.4%	8.2%
Some Post-Secondary Education	16.8%	13.1%
Certificate or Diploma Graduate	14.3%	21.6%
University Degree Graduate	3.9%	4.6%

Data Sources:
Statistics Canada Census Data, 1996 & 2001.

The learning sector is committed to increasing the participation and success of First Nations and Métis people within the learning sector. This priority is reflected in the following actions in its 2005/06 sector plan:

- renewing First Nations and Métis Education Policy to ensure pre-kindergarten to grade 12 curriculum is relevant to Aboriginal people;
- establishing a Shared Standards Council between the provincial education system and band schools;
- SIAST will increase the number of linkages with Aboriginal organizations and elementary and high schools in an effort to provide services that meet the needs of First Nations and Métis students;
- Saskatchewan Learning, in partnership with First Nations and Métis communities, will develop a comprehensive Urban Aboriginal Education Framework; and
- the University of Regina will implement a partnership among the U of R, First Nations University of Canada and Crown Investments Corporation to advance Aboriginal education and participation in the workforce.

- Educational attainment of the Aboriginal population, age 15+.

Educational attainment is a key indicator in tracking improvements in the participation and success of Aboriginal people in the learning sector over time. This measure provides an overarching assessment of the educational status of the province's Aboriginal population.

The learning sector contributes to increasing the knowledge and skills of the province's Aboriginal population. There is a significant gap between the educational attainment of the non-Aboriginal population and the Aboriginal population according to census data.

Educational attainment of the Aboriginal population has increased between 1996 and 2001: 41.4% of the Aboriginal population aged 15+ had attained high school graduation or higher in 1996, with an increase to 47.5% in 2001.

Individual educational attainment is influenced by several factors beyond the control of the sector. The sector does influence this measure through the design and implementation of programs, services and delivery methods designed to meet the needs of Aboriginal people.

Objective 2: Increase the participation of low-income individuals in post-secondary education and training

The learning sector is committed to increasing the participation and success of individuals at lower income levels within post-secondary education and training programs leading to higher education levels and improved labour market participation and success. National data indicates that youth from families with lower earnings are less likely to attend post-secondary education.

During 2004/05 significant financial assistance was made available to support individuals with low socio-economic status who were in post-secondary education and training. The provincial government provided $120 million for graduate scholarships, to be matched by the universities. The scholarship program included a special focus on Aboriginal students. Access to post-secondary education for learners from all socio-economic strata remains a priority for 2005/06.

Key Actions and Results

- Implement initiatives to improve financial assistance for post-secondary education students:
    - Enhance scholarship and bursary programs. [U of R, U of S]
        - A new tiered scholarship program was implemented. Depending on academic average, all high school graduates with an academic average of 90% or higher will receive a $1,000 to $3,000 scholarship from the U of S.
        - The U of S has allocated an additional $550,000 for undergraduate scholarships, to be distributed beginning in the 2005 regular session.
        - The U of R's scholarship budget increased by $1.4 million.
        - The provincial government provided $120 million for graduate scholarships, to be matched by the university. These scholarships have a special focus on Aboriginal students.
        - Crown Investments Corporation Aboriginal bursary was introduced. 26 recipients received bursaries.
- Initiate discussions within the sector to support transitions for people with disabilities from K-12 to employment and training. [SIAST]
    - No action was taken.

What are we measuring?

- Average student debt on consolidation of Canada Student Loans (CSL) and Saskatchewan Student Loans (SSL) for individuals in repayment following completion of studies[n].

  Average student debt for all students on consolidation of their Canada-Saskatchewan student loans following completion of studies for borrowers entering repayment in 2003/04 was $14,773 (latest data available). This is an increase of $654 from 2002/03 and an increase of $930 from 1999/00 (Baseline). Rising debt levels are associated with rising costs related to tuition, books and cost of living.

  This measure is one factor to consider in relation to the participation of low-income people in post-secondary education as the amount of anticipated debt may impact their decision to pursue further education and training. In 2002, approximately four out of five 18-24 year olds from families with annual earnings of $80,000 or more had taken some post-secondary education as compared to approximately one in two 18-24 year olds

from families with annual earnings of less than $30,000.

This measure does not track student debt on an individual basis over the length of a program of study, nor does it reflect total borrowing (either public or private).

Objective 3: Meet the requirements of individuals with special needs

Individuals with special needs, including persons with disabilities and women in non-traditional areas of study, will have those needs addressed in order to promote their success within sector programs. Over the decade ending in 2001/02, the number of students with low-incidence disabilities within the province's K-12 system doubled from approximately 2,250 to approximately 4,500. The educational attainment of adults with disabilities is somewhat lower than that of adults without disabilities, but their unemployment rate is significantly higher. Women have made significant gains in participation in post-secondary education. However, there are programs where their participation is lower than for men. This can limit career choices for women and impact on the availability of skills to meet the needs of the labour market.

The sector made further progress in meeting the requirements of individuals with special needs.

Key Actions and Results

- Design and implement student success strategies in provincial post-secondary institutions to support individuals with special needs:
  - Increase the allocation of the education equity budget. [SIAST]
    - Education equity functions at SIAST are being restructured. The 2005/06 plan will include a 14% increase in funding for learning accommodations for students.
  - Expand services for individuals with special needs. [U of S]
    - A Learning Disability Specialist was hired. Changes were made to the Note Taking Program (i.e., better communication to students and instructors, streamlining process for arranging a note-taker). Note Taking and Exam Accommodation program registrations have increased since last year.
  - Implement recruitment and retention strategies following a review of education equity program. [SIAST]
    - Based on the review, the following actions, intended to support student recruitment and retention, were completed - a counsellor for students with disabilities hired for Woodland Campus, hours for the Aboriginal tutor at Woodland Campus increased. As well, Aboriginal Elder services are planned for each campus.
  - Develop a fund and application process for students who require funding in addition to EAPD allocations. [SIAST]
    - Not developed. Discussions between Saskatchewan Learning and SIAST regarding this action will be initiated in 2005/06.
- Implement process to measure and report on students with special needs who are following a Personal Program Plan designed to meet individual student needs. [Learning]
  - Process designed and implemented in 40 school divisions in 2004/05.

Persons with disabilities	1999/00	2000/01 (Baseline)	2001/02	2002/03	2003/04
SIAST enrolment rates:	4.1%	4.5%	5.1%	5.1%	4.9%
SIAST graduate rates:	2.7%	3.3%	3.3%	3.4%	3.7%
Universities o U of R o U of S	Not Available	Not Available	Not Available	Not Available	 1.8% 453[30]
Regional Colleges	Not Available	Not Available	Not Available	Not Available	Not Available
JobStart/Future Skills participation rate:	Not Available	Not Available	2.1%	1.2%	1.37%
Basic Education participation rate:	Not Available	Not Available	6%	6.9%	5.5%

Data Sources:
SIAST Education Equity Program, Annual Monitoring Report 1999/00 to 2003/04.
The Office of Resource Planning, University of Regina, unpublished data.
Student Information System October Snapshot 2004, University of Saskatchewan, no public data source available.
Saskatchewan Learning Programs Branch.

- Negotiate new five-year Employability Assistance for Persons with Disabilities agreement with Human Resources and Skills Development Canada (HRSD). [Learning]
    - A new two-year agreement, negotiated in 2003/04, was implemented.

What are we measuring?

- Participation rates of students with disabilities (students with disabilities as a percent of total students)

  The enrolment, graduation and participation rate for equity groups are calculated by dividing the equity target group participant number by total enrolments or graduates in the given program.

  The participation and success of persons with disabilities has stayed relatively constant in 2004/05, with a slight decrease in the Basic Education participants.

Individuals with special needs, including persons with disabilities, will have those needs addressed to promote their success within sector programs.

The learning sector is committed to meeting the requirements of individuals with special needs by prioritizing the following actions in the 2005/06 sector plan:

- Saskatchewan Learning will collaborate with other human service departments in implementation of a Provincial Disabilities Strategy;

[30] Participation rates of students with disabilities are not available at the U of S. The number of participants (453) is broken down by male participants (227) and female participants (226).

	1999/00 (Baseline)	2000/01	2001/02	2002/03	2003/04
SIAST	327	286	343	379	349[31]
ATCC	227	248	291	336	257

Data Sources:
Saskatchewan Apprenticeship & Trade Commission, Annual Report 1999-2000 to 2003/04.
SIAST Education Equity Program Annual Monitoring Report, 1999/00-2002/03.
2003/04 SIAST data obtained from student information system (BANNER) at SIAST. No public report available.

- Saskatchewan Learning will collaborate with the Departments of Health and Community Resources and Employment in the implementation of the Cognitive Disabilities Strategy; and
- the U of S will improve services for students with disabilities by increasing the physical accessibility of the U of S Campus.

- Number of women in non-traditional areas of study.

  This measure identifies the participation of women enrolled in predominantly male divisions in SIAST, i.e., Industrial Training & Technology and apprenticeship where women make-up less than 50% of enrolment. It is also an indicator of the post-secondary system's ability to recruit and retain women in non-traditional roles.

  The number of women in non-traditional areas of study decreased by 30 at SIAST and by 79 at ATCC between 2002/03 and 2003/04. A detailed analysis of why women in non-traditional areas of study have decreased at both SIAST and ATCC has not been completed. Potential explanations may include a change in institutional focus to increasing the participation of Aboriginal peoples and/or women choosing other post-secondary educational programs, for example university.

Objective 4: Support the education and training of Saskatchewan's official minority language community

The learning sector provides support for the education and training of Saskatchewan's Francophone community. Linguistic duality is a fundamental characteristic of Canada and Saskatchewan's Francophone community is an important component of that linguistic duality.

Actions taken during 2004/05 successfully increased support for education and training for the Francophone community. In April 2004, the Institut français at the University of Regina was officially opened.

Key Actions and Results

- Provide national apprenticeship certification exams in French and translate provincial apprenticeship certification exams into French as needed. [ATCC]
  - All national apprenticeship certification examinations are available in Saskatchewan in French.
- Develop a plan for Francophone post-secondary education. [Learning, Francophone Community]

[31] SIAST no longer reports on each program with women's enrolment less than 50%. For 2003/04 SIAST has reported aggregately by divisions which include the largest number of "non-traditional" programs (Industrial Training and Technology Certificate/Diploma and Apprenticeship programming). The 2003/04 number is therefore not comparable to the historical numbers reported.

- Plan outlining initiatives to provide access to university and college-level education in French was drafted in consultation with the Institut français (U of R), SIAST, and the Francophone community.

- Assist the Francophone school division in the development of their education plan. [Learning]
  - A plan outlining the vision, mission and mandate, and goals and objectives of the Francophone school division was drafted. The plan includes initiatives to implement kindergarten in all francophone schools and implementation of special measures for French language and culture recuperation.

- Provide the Francophone school division with the required curriculum. [Learning]
  - The following curricula have been completed or are in process. These new curricula provide more subject choices for French language students.
    - Practical and Applied Arts – student handbook for Tourism, orientation document, four new courses.
    - Translation and linguistic revisions of Psychology 20, Psychology 30, Calculus 30, and Math C30 student handbook are underway.
    - *Exploration de carrières et d'emplois* completed.

- Advance Institut français. [U of R]
  - Officially opened the Institut français in April 2004. Initiatives to advance the work of the Institut included:
    - creation of a five year strategic plan;
    - partnering with the Canada School of Public Service to provide non-credit French language training to federal government employees;
    - restructuring of the *Certificat en français langue seconde* in partnership with the U of R French Department, the certificate will be offered in the fall of 2005;
    - creation of the Research Centre, *Centre canadien de recherché sur les francophones*;
    - creation of a Saskatchewan Chapter of Acfas (*Association francophone pour le savoir*); and
    - active recruitment of over 500 students from the Fransaskois and immersion schools to attend the U of R.

- Assist Francophone school division in the planning, design, and construction of the approved major capital projects for Moose Jaw and Saskatoon. [Learning]
  - The Moose Jaw capital project received approved federal funding and the project has been tendered. Construction will take place in 2005/06.
  - $700,000 in provincial funding provided for the design of the Saskatoon project. Completion of the project is slated for fall 2006.
  - In addition:
    - SIAST and le service Fransaskois de formation aux adultes (SEFFA) announced an agreement to deliver SIAST's Early Childhood Education curriculum in French.

What are we measuring?
Under development

What are we starting from?
Under development

Goal 4: Social and economic development

Objective 1: Ensure a skilled labour force

The learning sector is committed to responding to the changing skill needs of the province's economy. We must ensure the learning system is informed by and responsive to labour market demands and the changing needs of the provincial economy. Increased globalization, technological changes and a shift towards a knowledge-based economy are all contributing to the need for a highly skilled labour force. It is estimated that approximately 66%[32] of all new job growth in Saskatchewan will require post-secondary and/or management level skills.

Good progress toward ensuring the province has a skilled labour force continued throughout 2004/05 through responsive delivery of programs and services. In order to meet identified shortages in the nursing profession the Nursing Education Program of Saskatchewan (NEPS) was expanded and three new apprenticeship trades were designated. As well, programs and courses to meet the training needs of learners across the province were offered on-line.

Key Actions and Results

- Create diverse opportunities that prepare learners to achieve career goals in local and global markets:
  - Develop new and existing alliances with business, industry, other educational institutions, communities and governments in particular, new opportunities in applied research and work-based training. [SIAST]
    - Initial liaisons have been undertaken with partners – Communities of Tomorrow, SaskEnergy, Saskatchewan Research Council and the provincial Office of Energy Conservation.
  - Increase on-line development of programs through the Virtual Campus in response to provincial and sector training needs. [SIAST]
    - In response to demand for on-line programs, SIAST delivered 86 on-line courses. 28 of these on-line courses were offered for the first time in 2004/05.
  - Continue implementation of the work-based training model. [SIAST]
    - In 2004/05, SIAST delivered the following work-based training programs: four special care aide programs; one home care aide program; and one retail meat cutting program.
    - The heavy equipment operator and vocational forestry programs were converted to work-based training delivery.
  - Enhance opportunities for an international experience as part of academic programs. [U of R, U of S]
    - School of International Studies and Masters of International Trade Program was in development for future delivery at the U of S.
    - U of S created a fund of $30,000 to support faculty interested in developing new study programs abroad.
    - Work was done to meet the goal to increase the U of S's overall international student enrolment from 4% to 8% and to double the

[32] 2004 COPS CDM, modified by SED Working Group.

participation of domestic students in international activities by 2007.

- The U of S invested in and substantially increased its international recruitment efforts, primarily in Brazil and China, South East Asia, Scandinavia, Africa and the Middle East.
- Increased the number of U of R students on the National Student Exchange Program with USA by sending 23 students and receiving four in Regina.
- U of R participated in two new initiatives, environmental engineering (North American Mobility Program) and teacher education (European Community-Canada program for Higher Education and Training).
- U of R hosted an international practicum for Latin American university leaders and discussed potential institutional collaboration.

- Increase the number of new apprentices registered in designated trades to meet current and future skilled labour needs of Saskatchewan employers. [ATCC]
  - No formal research has been conducted to answer this question, however, anecdotal evidence indicates there has been a decline in major projects in the past year. Work in construction, in particular the unionized sector has declined. The uptake in the less traditional trades (e.g. pork production, horticulture) has not evolved to make up for this decline.
  - Demand for pre-employment programs continues to increase and many employers prefer to recruit from these programs as a lower-cost route to filling skill shortages, we will eventually see the majority of these workers registered as upper-year apprentices.
  - Designate two new apprenticeship trades in response to employers and employees requirements for formal work based training and certification. [ATCC]
    - Three new apprenticeship trades were designated; Scaffolder, Meat Cutter, and Framer.

- Ensure the physical, technological and human resource capacity to meet the demands of the learning sector.
  - Implement planning approach for major projects that integrates capital and operating implications from a variety of funding sources in support of university objectives for education, research and community service. [U of S]
    - The university established a four stage review and approval process for major projects. All facility, information and technology, and equipment projects with a value above $500,000 will follow the process. The process includes consideration of capital and operating funding requirements within the context of the Integrated Plan for the university.
  - Provide 72 additional spaces in the Nursing Education Program of Saskatchewan (NEPS) which will result in 100 nursing graduates per year by 2008-09, including 40 seats per year in the new two-year Bachelor of Science in Nursing second degree option. [SIAST, U of S]
    - Provided 32 additional seats in the traditional four year degree program (NEPS) at the SIAST Wascana campus in September 2004.

- Approved budget for the delivery of a second degree entry option program which allows a student to complete a nursing degree in two years. The first intake of 50 students will occur in May 2005.

- Provide a total of 120 seats in the Northern NEPS program, which includes an increase of 40 for the third year of the program which provides northern residents with access to professional nursing training in Prince Albert. [FNUC, SIAST, U of S]

  - 40 additional seats were provided for the third year of the Northern NEPS program.

What are we measuring?

- Educational attainment of the Saskatchewan labour force, age 15+

  This measure provides an overarching assessment of the educational status of the Province's labour force. It is one indicator of the learning sector's contribution to increasing the knowledge and skills of individuals who are employed or seeking employment.

  Demographic trends have a positive effect on this measure, largely due to mortality rates (previous generations characteristically had lower education attainment levels) and more young people entering post-secondary education.

  Saskatchewan currently has one of the lowest levels of educational attainment with 48% of the labour force aged 15+ having a post-secondary diploma or university degree in comparison to other provincial jurisdictions including Alberta with 51%, Manitoba with 47.1% and the national average at 54.2%.

The learning sector understands that a skilled labour force is a key contributor to the economic well-being of the province. The sector will continue to support labour market preparedness in 2005/06 by carrying out the following actions:

- consulting with business and industry on labour market requirements and responding quickly to emerging training needs by providing relevant and up to date curriculum; and
- designating one new apprenticeship trade to meet the needs of employers and employees for work-based training and certification.

	1999 Baseline	**2000**	**2001**	**2002**	**2003**	**2004**
High school graduate	22.5%	23.7%	24.0%	24.4%	23.5%	24.3%
Some post-secondary education	10.5%	10.3%	9.5%	9.3%	9.4%	9.8%
Certificate or diploma graduate	30.0%	30.1%	31.8%	31.9%	33.9%	32.7%
University degree graduate	13.6%	14.2%	14.3%	14.9%	14.9%	15.3%

Data Source:
Statistics Canada, Labour Force Historical Review 2004. Please note all historical data was revised in February 2005 based on the 2001 Census.

Objective 2: Expand research and development

The learning sector is committed to expanding research and development. Research and development furthers the creation of new knowledge and the transfer of knowledge. It supports greater innovation and productivity within the economy and social development.

Research and development in Saskatchewan has expanded through increases in revenue to our province's universities and by increased numbers of students enrolled in graduate programs.

Key Actions and Results

- Strengthen the research capabilities of Saskatchewan's universities:
  - Support development of the Communities of Tomorrow initiative (sustainable communities). [U of R]
    - The Centre for Sustainable Communities (part of the Communities of Tomorrow initiative) was created and its research director appointed. The U of R provided $70,000 to the centre.
  - Increase federal grant success rates including growth and development of university/ industry liaison offices and incubation centres. [U of R, U of S]
    - U of S Industry Liaison Office created in January 2004.
    - 10 research groups formed at U of S, chiefly in the College of Medicine.
    - U of S had a 39% increase in Tri-Council revenue from 2002/03 to 2003/04 (most current data available).
    - U of R increased granting council success rate to 48% in 2004, from 41% in 2003 (most current data available). Social Sciences and Humanities Research Council success rates increased from 6% to 26% and Canadian Institute of Health Research increased from 20% to 67%.
    - Other U of R initiatives included:
      - initial discussions regarding a Technology Innovation-Incubator Centre in the Regina Research Park;
      - filing and actively marketing two new patent applications; and
      - recommendation to industry of strategies for commercial research proposals.
  - Expand industry liaison opportunities. [U of S]
    - Developed the Industry Liaison Office (ILO) in 2004/05. The ILO established working relationships with Saskatoon Regional Economic Development Authority, Innovation Place, U of R, Saskatchewan Cancer Agency, Saskatchewan Agriculture and Food, and the Protein, Oil and Starch Pilot Plant Corporation.
- With the introduction of an applied research and technology transfer framework, allocate funds to administer applied research projects through partnerships with other education institutions and external agencies. [SIAST]
  - SIAST funded three pilot projects underway.
- Enhance graduate studies by increasing the number of graduate students and/or student and faculty involvement in scholarship and research. [U of R, U of S]
  - Graduate student enrolments increased 9.1 3% in fall 2004 and 7.9% in winter 2005 compared to the previous academic year. [U of R]

- Graduate student enrolments increased 22% in 2004, 10% in Master's thesis/project programs and 65% in PhD programs compared to enrolments in 2000.

- Support research and development through the Innovation and Science Fund. [Learning]

  - Funded 34 agreements in 2004/05 totalling $9.85 million. The investment supports leading edge research opportunities at both the province's universities.

What are we measuring?
Under development

Where are we starting from?
Under development

Objective 3: Strengthen community capacity

Community capacity is a broad concept – the sum of those characteristics that affect a community's ability to identify, mobilize, and address a broad range of social, cultural, recreational, economic, or civic issues of concern. Areas of concern may include those that are social, cultural, recreational, economic, or civic. The learning sector provides a variety of initiatives aimed at increasing the capacity of geographic communities throughout the province (e.g., distance education, regional colleges, public libraries, SchoolPlus, etc.)

Community capacity was positively impacted by the individual contributions of the partners within the learning sector (the pre-K-12 system, the post-secondary system, and the libraries) and by the contributions of the sector as a whole. Sector support for access to on-line information and learning has increased options for individual development while the delivery of specific skills training has supported local business and industry. The SchoolPlus initiative mobilized educational, government and community partners to work in a coherent and coordinated way to provide an environment that has the capacity to address the needs of children and youth.

Key Actions and Results

- Implement indicators to support the outcomes framework for SchoolPlus. [Learning]

  - SchoolPlus Indicators Framework finalized. A report on findings will be prepared in 2005/06.

- Increase profile of SchoolPlus practice, policy and research through provincial conferences. [U of R, Learning]

  - SchoolPlus inaugural congress conducted in November 2004 with 375 participants. The congress was delivered in partnership by: U of R, SIAST, Saskatchewan Teachers Federation, Saskatchewan School Based Administrators, League of Educational Administrators, Directors and Superintendents, Office of the Treaty Commissioner, Saskatchewan Learning, Justice, Corrections & Public Safety, Government Relations & Aboriginal Affairs, Community Resources & Employment, Culture, Youth & Recreation, Regina Qu'Appelle Health Region and the U of S.

- Increase adoption of community education philosophy and practice in the 21 SchoolPlus pilot divisions. [Learning]

  - Expanded the philosophy and practice of SchoolPlus at a workshop involving school division staff.

- Create process for capital planning and prioritization for facilities for the 10 public library systems. [Provincial Libraries, Learning]

- Three-year workplan completed to identify capital planning and priorities for facilities at the 10 public library systems over the next three years.

What are we measuring?
Under development

Where are we starting from?
Under development

2004/05 Financial Results

Summary of Expenditures

The following table outlines information on actual and budgeted expenditures by subvote and subprogram. Explanations are provided for all variances that are greater than $0.5 million.

In thousands of dollars

Subvote/Subprogram	Original Estimate	Actual Expenditure	Variance Over/ (Under)	
Administration	**5,718**	**5,343**	**(375)**	
Accommodation and Central Services	**6,230**	**5,970**	**(260)**	
Post-Secondary Education				
Operational Support	2,827	2,880	53	
Universities Federated and Affiliated Colleges and Educational Agencies	238,314	240,641	2,327	1
Saskatchewan Universities- Urban Parks	882	882	-	
Saskatchewan Institute of Applied Science and Technology (SIAST)				
Operating	69,810	69,810	-	
Saskatchewan Property Management Corp.	17,275	17,275	-	
Regional Colleges	16,305	16,328	23	
Post-Secondary Capital	22,960	82,675	59,715	2
Apprenticeship and Trade Certification Commission	9,694	9,694	-	
Innovation and Science Fund	9,850	9,850	-	
Subvote Total	**387,917**	**450,035**	**62,118**	
Early Childhood Development	**3,320**	**3,337**	**17**	
K-12 Education				
Operational Support	4,284	4,554	270	
School Operating	527,900	527,719	(181)	
School Capital	26,030	33,001	6,971	3
School Capital - Debenture Interest Payments	1,520	995	(525)	4
Curriculum and Instruction	3,782	3,769	(13)	
Regional Services	8,884	10,018	1,134	5
Official Minority Languages Office	5,614	5,720	106	
Educational Agencies	297	571	274	
Correspondence School Revolving Fund				
Subsidy	435	435	-	
Net Expenditure (Recovery) (Statutory)	25	113	88	
Subvote Total	**578,771**	**586,895**	**8,124**	

In thousands of dollars

Subvote/Subprogram	Original Estimate	Actual Expenditure	Variance Over/ (Under)
Training Programs			
Operational Support	1,769	1,799	30
JobStart-Future Skills	13,632	13,411	(221)
Northern Skills Training	2,059	2,336	277
Basic Education and Literacy	12,911	12,786	(125)
Labour Market Information	1,368	1,533	165
Technology Enhanced Learning	4,907	4,851	(56)
Interprovincial Agreements	880	901	21
Subvote Total	**37,526**	**37,617**	**91**
Student Support Programs			
Operational Support	9,497	11,634	2,137 [8]
Saskatchewan Student Aid Fund	35,616	32,216	(3,400) [9]
Provincial Training Allowance	19,547	18,456	(1,091) [9]
Apprenticeship Training Allowance	1,425	1,349	(76)
Employability Assistance for People with Disabilities	5,186	5,204	18
Subvote Total	**71,271**	**68,859**	**(2,412)**
Provincial Library	**8,529**	**8,952**	**423**
Teachers' Pensions and Benefits			
Administration and Operations	1,418	1,118	(300)
Teachers' Superannuation Plan (Statutory)	62,780	80,080	17,300 [8]
Teachers' Group Life Insurance (Statutory)	1,635	1,523	(112)
Teachers' Dental Plan	8,400	7,921	(479)
Saskatchewan Teachers' Retirement Plan (Statutory)	34,580	32,817	(1,763) [10]
Teachers' Extended Health Plan	10,310	10,272	(38)
Subvote Total	**119,123**	**133,731**	**14,608**
Subtotal	**1,218,405**	**1,300,739**	**82,334**
Supplementary Estimates	68,550	0	(68,550)
Statutory adjustment	15,513	0	(15,513)
TOTAL LEARNING APPROPRIATION	**1,302,468**	**1,300,739**	**(1,729)**
Capital Asset Acquisitions	(5,519)	(4,271)	1,248
Capital Asset Amortizations	3,377	3,472	95
TOTAL LEARNING EXPENSE	**1,300,326**	**1,299,940**	**(386)**

The 2004/05 department appropriation budget was $1,218.4 million including statutory funding; the department over expended on non-statutory funding by $66.8 million and received additional statutory funding of $15.5 million from the General Revenue Fund; $113,000 for the Correspondence School and $15.382 million predominantly for the Teachers Superannuation Plan.

Supplementary estimates for $68.55 million were to cover non statutory appropriation expenditures including capital funding to the universities of $65.05 million ($27.55 million advance for 2005/06 and 2006/07, funding of $7.5 million for the Western College of Veterinary Medicine and $30.0 million for the Lab Building at the U of R), for the Moose Jaw francophone school of $1.2 million, $2.12 million for College of Medicine renewal and $0.18 million to offset Universities Operating Grants over expenditure. Learning was under spent by $1.729 million before Cabinet made decisions to expend these items in 2004/05 and not 2005/06 in order to make the best use of higher than expected resource revenues for 2004/05.

Explanations for Major Variances on Appropriation Budget

1. Universities, federated and affiliated colleges were over budget by $2.3 million, made up primarily of $2.1 million for the renewal of the College of Medicine, $100,000 for SIPP administration and $150,000 for the First Nations University of Canada.
2. Post-secondary capital exceeded budget by $59.7 million; $27.55 million in advances on capital needs for 2005/06 and 2007/08, $7.5 million for the Western College of Veterinary Medicine and $30 million for the Lab building at the University of Regina offset by the elimination of Education Infrastructure Funding Corporation (EIFC) principal and interest of $5.335 million.
3. K-12 capital exceeded budget by $7.0 million; final adjustment for the change in EIFC principal and interest accounting requiring an additional $5.1 million plus $1.2 million for the Moose Jaw francophone school project and $649,000 for occupational health and safety projects.
4. School Debenture Interest Payments were under-expended by $525,000 as the result of interest rates that were lower than expected.
5. Regional Services was over-expended from budget by $1.1 million for the development costs of the Student Data System.
6. Operational Support for Student Support exceeded budget by $2.1 million for development costs of the Integrated Income Support System.
7. The surplus of the Student Aid Fund was reduced by $3.4 million.
8. Lower than expected utilization reduced the expenditures of the Provincial Training Allowance from budget by $1.1 million.
9. The Teachers' Superannuation Plan was over budget by $17.3 million as the result of revised forecasts reflecting a lower than expected average of actual dollars from retirees.
10. The Saskatchewan Retirement Savings Plan was under expended from budget by $1.763 million reflecting a lower than expected level of matching contributions required from the government.

Actual funding to third parties for 2004/05 was approximately $1.05 billion or 80.8 percent of total expenditures made up of operating, $0.933 million, and capital funding, $0.117 million.

Summary of Revenues

The department collects revenue primarily attributable to federal-provincial cost sharing agreements as well as fee related services and publications, and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the department's 2004/05 budgeted revenue compared to actual revenue is presented below. Explanations are provided for all variances that are greater than $20,000.

In thousands of dollars

Revenue Category	Budget	Actual Revenue	Variance Over/ (Under)
PRIVELEGES, LICENSES AND PERMITS			
Teacher Certificates	85	86	1
Property and Building Rentals	47	89	42 [1]
Examination Fees	60	61	1
Subtotal	**192**	**236**	**44**
SALES, SERVICES AND SERVICE FEES			
Maps, Prints, Books and Publications	10	75	65 [2]
Other Miscellaneous Services	360	392	32 [3]
Other Registration Fees	41	32	(9)
Subtotal	**411**	**499**	**88**
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE			
Profit on Foreign Exchange	1	0	(1)
Subtotal	**1**	**0**	**(1)**
RECEIPTS FROM OTHER GOVERNMENTS			
Federal-Provincial Cost Sharing Programs	52,288	53,151	863 [4]
Employability Assistance	4,000	5,174	1,174 [5]
Subtotal	**56,288**	**58,325**	**2,037**
OTHER REVENUE			
Casual Revenue	176	306	130 [6]
Refund of Previous Year's Expenditures	150	309	159 [7]
Subtotal	**326**	**615**	**289**
TOTAL REVENUE	**$57,218**	**$59,675**	**$2,457**

Explanations for Major Variances on Appropriation Budget

1. Revenue for property rentals exceeded budget by $42,000 primarily as the result of receipt of rental fees from Northland College for rental units that exceeded the number of units anticipated in the 2004/05 budget.
2. Revenue for maps, prints, books and publications exceeded budget by $65,000. This was largely attributable to higher sales of curricula than expected.
3. Revenue for other miscellaneous services exceeded budget by $32,000, mainly due to an increase in the number of transcripts issued by the department.
4. Revenue for federal-provincial cost-sharing programs exceeded budget by $0.863 million. This was primarily due to an increase in federal funding for the Older Worker in Agriculture Pilot Project as well as additional funding for the Official Minority Language Office Agreement for Institut français, and for Provincial Libraries for the Community Access Contribution Agreement.
5. Revenue for Employability Assistance exceeded budget by $1.2 million as the result of an increase in the federal allocation to the department.
6. Revenue from Casual Revenue exceeded budget by $130,000 as the result of higher revenue than expected for the administration of the Millennium Scholarship Fund.
7. Revenue from previous years' expenditures exceeded budget by $159,000 primarily as the result of increased recovery of over payments for previous years' expenditures for Provincial Training Allowance clients.

Special Funds

Student Aid Fund

The Saskatchewan Student Aid Fund (Fund) was created in 1949 by the Government of Saskatchewan to ensure that students would not be denied access to post-secondary education or training due to lack of financial means. Since then, the Fund has assisted many thousands of individuals to attain their career goal.

For audited financial statements or further information, please refer to the Department of Learning website address www.sasked.gov.sk/branches/sfa/index.html.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (Fund) operates under the authority of section 4.1 of *The Education Act, 1995*. The Fund was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Department of Learning administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

Training Completions Fund

The Training Completions Fund (Fund) was created under *The Private Vocational Schools Regulation Act, 1995*. The act was proclaimed on December 15, 1995.

The Fund is administered by the Department of Learning. The revenue of the Fund consists of monies that operators are directed by regulations to provide, donations to the Fund, and earnings from the investments of the Fund. The Fund is primarily used to provide the financial resources necessary to continue the training of students affected by the closure of a school.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (Fund) was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the Fund were established by Order in Council on December 14, 1994.

The Fund is administered by the Department of Learning on behalf of school boards. The purpose of the Fund is to provide tax loss compensation to school divisions that lose tax revenues as a result of lands within that school division being set apart as an Indian reserve. The Fund receives money from the provincial (Government Relations and First Nations and Métis Relations) and federal (Indian

Affairs and Northern Development Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

Revolving Funds

Correspondence School Revolving Fund

The Correspondence School Revolving Fund (Fund) is created and governed by *The Education Act, 1995*. It provides accredited high school and post-secondary correspondence courses throughout the province. It recovers its costs primarily through registration and course fees.

The Correspondence School spans the gap where physical impediments (distance, disability) restrict access for students to physically attend classes for accredited courses. The provision of curriculum through the Correspondence School ensures that all students have access to education opportunities available to the residents of Saskatchewan that can lead to further education and/or employment.

The following table outlines summary information on budgeted and unaudited actuals for 2004/05 relating to operations of the Fund. Explanations have been provided for all variances that are greater than $50,000.

In thousands of dollars
(unaudited)

	Budget	Actual	Variance Over/ (Under)
Revenue	1,619	1,407	(212) [1]
Expenditures			
Cost of Goods Sold	150	86	(64) [2]
Gross Profit (Loss)	1,469	1,321	(148)
Administrative Expenditures	1,988	1,767	(221) [3]
Net Profit (Loss)	**(519)**	**(446)**	**73**
Subsidy from General Revenue Fund	435	435	-
Net Profit (Loss) After Subsidy	**(84)**	**(11)**	**73**

Explanation of Variances
1. Revenue was $212,000 lower than budget. Increases in tuition fees were more than offset by a decline in the number of students taking classes resulting in lower revenues than anticipated.
2. Cost of goods sold was $64,000 lower than budget primarily as the result of lower than expected sales of course materials.
3. Administrative expenses were $221,000 lower than budget primarily as the result of unfilled vacancies which resulted in lower than expected salary expenditures.

For audited financial statements or further information, please contact the Communications Branch of the Department of Learning.

Guaranteed Debt

Student Assistance and Student Aid Fund Act- Risk Premium Agreement

Guaranteed debt represents a guarantee to the Royal Bank for bankruptcy and/or death of borrower before loan consolidation within the Student Loans Program. As the number of loans owing to the Royal Bank decrease, so should the guaranteed debt year over year.

In thousands of dollars

Risk Premium Agreement	Budget	Actual	Variance Over/ (Under)
Total Outstanding Balance at Beginning of Year	100	151	51
Additions	-	-	-
Reductions	-	(53)	(53)
Total Outstanding Balance at Year End	100	98	(2)

Explanation of Variances
Variances are immaterial and do not require explanation.

Loans

Student Loans Programs

Effective August 1, 2001, the Saskatchewan Government assumed responsibility for the financing of student loans. A loan from the General Revenue Fund is provided to the Student Aid Fund to support this role. The interest rate charge on the loan is at the government's average eight year cost of borrowing.

The loan program supports the department's objective to "increase the participation of low-income individuals in post-secondary education and training" through access to student load funding for tuition and living costs.

In thousands of dollars

Student Loans Programs	Budget	Actual	Variance Over/ (Under)
Total Outstanding Balance at Beginning of Year	84,240	83,240	(1,000)
Disbursements from the General Revenue Fund	66,000	60,500	(5,500) [2]
Receipts to the General Revenue Fund	(46,200)	(46,319)	(119) [1]
Total Outstanding Balance at Year End	104,040	97,421	(6,619)

Explanation of Variance

1. Receipts to the General Revenue Fund are comprised of grants/bursaries earned or paid, the principal portion of student loan repayments and allowances for loan forgiveness or write-off. Minor budget to actual differences in these components account for the small budget to actual variance.
2. Disbursements from the General Revenue Fund were lower than budget by $5.5 million as the result of lower than anticipated program take-up and associated loan authorizations.

Supplementary Estimates

Subvote Post-Secondary	2004/05 Estimates ($000s)	2004/05 Actual ($000s)	Variance Over/(Under) ($000s)
Administration	$5,718	$5,343	($375)
Accommodation & Central Services	6,230	5,970	(260)
Post Secondary Education	387,917	450,035	62,118
Early Childhood Development	3,320	3,337	17
K-12 Education	578,771	586,895	8,124
Training Programs	37,526	37,617	91
Student Support Programs	71,271	68,859	(2,412)
Provincial Library	8,529	8,952	423
Teachers' Pensions and Benefits	119,123	133,731	14,608
Sub Total	$1,218,405	$1,300,739	$82,334
Supplementary Estimates	68,550		(68,550)
Statutory Adjustment	15,513		(15,513)
Supplementary Estimates *	76,365		(76,365)
Expensed in 2003-04 (Offset 2005-06 Payable)*	(76,365)		76,365
Total Appropriation	$1,302,468	$1,300,739	($1,729)
Capital Acquisitions	(5,519)	(4,271)	1,248
Supplementary Capital Estimates	0		
Amortization	3,377	3,472	95
Total Expense	$1,300,326	$1,299,940	($386)

*An appropriation was provided by special warrant in 2004-05 for Education Infrastructure Financing Corporation loans that were written-off in 2003-04.

Where to Obtain Additional Information

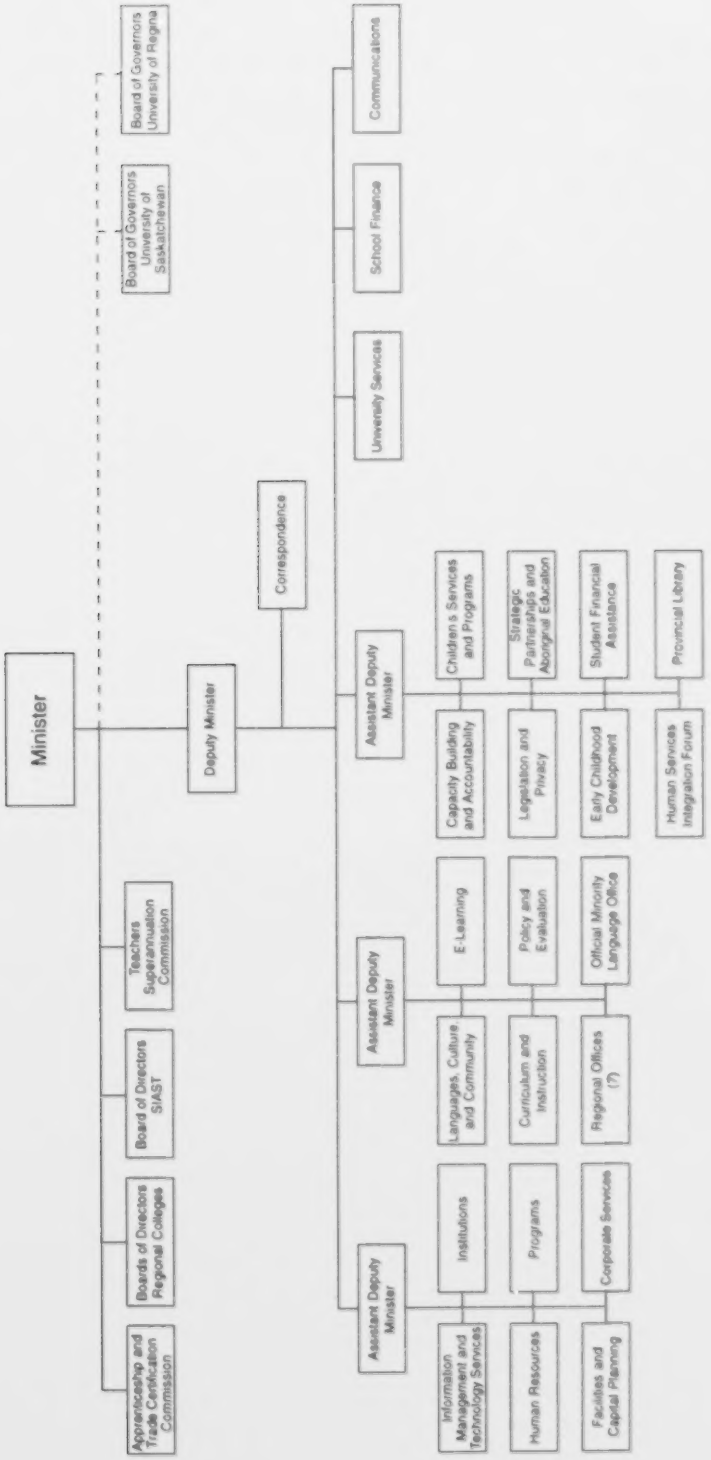
If you have any questions or comments, or would like additional copies of the 2004/05 annual report, we invite you to call (306) 787-9478.

Or contact:

Saskatchewan Learning
Communications Branch
1st Floor, 2220 College Avenue
REGINA, SK S4P 4V9

You can also visit the department's website at www.sasked.gov.sk.ca to download a copy of the report. On the website you will also find more information about the department's programs and services, as well as links to sector partner information.

Appendix A - Organizational Chart



Appendix B - Legislation

The Minister of Learning has responsibility for the following acts that define the department's authorities and responsibilities:

Apprenticeship and Trade Certification Act, 1999

Crown Foundations Act

Education Act, 1995

Government Organization Act

League of Educational Administrators, Directors and Superintendents Act, 1991

Libraries Co-operation Act

Post-Secondary Education and Skills Training Act (subject to O/C 206/2002)

Post-Secondary Graduate Tax Credit Act

Private Vocational Schools Regulation Act, 1995

Public Libraries Act, 1996

Regional Colleges Act

Registered Music Teachers Act, 2002

Saskatchewan Association of School Business Officials Act, 2004

Saskatchewan Indian Institute of Technologies Act

Saskatchewan Institute of Applied Science and Technology Act

Student Assistance and Student Aid Fund Act, 1985

Teachers' 1990-91 Collective Agreement Implementation Act

Teachers' Dental Plan Act

Teachers' Federation Act

Teachers' Life Insurance (Government Contributory) Act

Teachers' Superannuation and Disability Benefits Act

University of Regina Act

University of Saskatchewan Act, 1995